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*The English Language Communicative Needs of
Receptionists:*

The Case of Royal Hotel in Oran

DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN
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DEDICATIONS

To my mother, father, grandmother, grandfather and my dearest sisters, without their moral support and help, I will never ever succeed.

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LIST OF ABBREVIATIONS/ACRONYMS

CNP: Communicative Needs Processor.

EAP: English for Academic Purposes.

EFL: English as a Foreign Language.

EIL: English as an International Language.

ELT: English Language Teaching.

ENL: English as Native Language.

EOP: English for Occupational Purposes.

ESL: English as a Second Language.

ESP: English for Specific Purposes.

GE: General English.

ICC: Intercultural Communication Competence.

ICT: Information Communication and Technology.

NA: Needs Analysis.

TSA: Target Situation Analysis.

UK: United Kingdom.

UNWTO: United Nations World Tourism Organization.

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ABSTRACT

This study is a contribution to the field of ESP in hotel industry in an Algerian context. The current research is conducted in Royal Hotel in Oran. It is a case study research that intended to explore and identify the English language communicative needs that the receptionists might face in their job. Since English is used as the tool of communication, it is of great importance to suggest solutions to overcome communication difficulties. Thus, a needs identification and analysis was conducted, thanks to various instruments: questionnaires, interviews and observation.

Furthermore, the current study used the framework of needs analysis to investigate the extent to which English is used at the workplace and to identify the receptionists' perceptions about the importance of English language communicative skills. The receptionists' ability in performing the skills and their views towards their English language preparation during their previous college study are also discussed. Additionally, customers' perceptions are also taken into consideration to add credibility to the research. Accordingly, the study includes four chapters. The first one provides a description of the research design and the situation analysis. Chapter two examines the literature related to the research. Chapter three is devoted to the collection and analysis of data. On the basis of the findings, the last chapter suggests recommendations for further studies.

The findings of the study indicated and stressed that English language is used extensively at the workplace and plays an important role in the careers of the receptionists. Moreover, all participants involved in the research are absolutely aware of the importance of English in the hotel industry, as low proficiency in this language might lead to misunderstanding and dangerous situations. Last but not least, all the receptionists have revealed their great need to develop their English language proficiency namely in listening and speaking skills.

In conclusion, English language has a crucial role in the hotel industry. A good mastery of this language helps avoid misunderstanding and makes foreign clients satisfied with the service quality of the receptionists in terms of English communication. Therefore, the receptionists in Royal Hotel need to enhance their English language ability and to develop satisfactory and reasonable mastery of the four language skills through training.

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GENERAL INTRODUCTION

In today's world of globalization and borderless economy, effective communication is crucial for successful functioning of any industry. English has emerged as the language of business and trade and is accepted as the standard for communication. Consequently, it becomes a requirement for professional employment; this is the case in hotel industry. The more the hotel industry is outstanding worldwide, the more English skills are needed at the workplace. There is therefore a growing worldwide need for front-line staff in the hospitality industry that are able to communicate with guests especially the foreigners who need a proper and comfortable accommodation from the hotel staff. To achieve this goal, it is necessary to prepare and train all staff to communicate with international guests by using English appropriately. Front desk staff with limited English ability will be extremely excluded from international operations. Thus, English proficiency becomes a necessity in the hotel industry to survive in today's competitive business world.

In Algeria, English is regarded as a difficult language for two reasons. First, English is not used in daily life activities outside the classroom. Second, English belongs to a foreign culture that it has little or no exposure to. As a result, most students pass the English language requirement by memorizing vocabulary and mechanical grammar drills. They will not have enough English proficiency to perform and communicate in English which will form a barrier to their professional activities and careers. In order to deal with the resulting lack of English proficiency, Algerian universities seek to establish different facilities to teach English language courses and adopt an approach in order to provide students from different specialties with an English language knowledge that enables them to join the workforce and conduct their future careers effectively.

Actually, to ensure quality and performance in the hotel industry, the receptionists need to be able to communicate effectively with customers through the use of English language in order to eliminate misunderstandings, confusion and distortion of information. As English is the language of the globalized business world, effective and excellent communication and adequate English language competency is essential for better guest satisfaction and hence better efficiency, productivity and profitability as well. Moreover, to deliver a high-quality service, the receptionists need to employ techniques to meet their guests' needs in the service process. The ability to use the English language for communicating with guests worldwide is one of means accepted to achieve the service

goal. In return, efforts employed on communication are analysed according to their impression on customer satisfaction.

Though effective communication is significant in the hotel industry, workplace communication in the hotel industry has over the years remained an issue which urgently needs to be addressed today. Thus, the current research has attempted to explore the receptionists' needs of English communicative skills and the use of this world language in the workplace through answering the following questions:

- 1- To which extent is the English language used and needed in the careers of Royal Hotel's receptionists?
- 2- Which level of the reading, writing, listening and speaking skills of the English language is required in the workplace and for performing what kind of activities?
- 3- What are the present needs of Royal Hotel's receptionists in using English in their routine jobs?
- 4- Do Royal hotel's receptionists feel that they were prepared in terms of their English language ability to meet their current communication needs?
- 5- To which extent are clients satisfied with the front desk English language use?

To investigate these questions, the investigator has put forward the following hypotheses:

- 1- The lack of English language ability prevents the receptionists from conducting their jobs effectively.
- 2- The receptionists in Royal Hotel need to develop their listening and speaking skills in particular.
- 3- Training and development are essential in providing receptionists with the right skills for their present and future jobs.
- 4- Hotel clients are not satisfied with the English communication of the receptionists.

For the sake of answering the research questions and investigating the research hypotheses, a set of instruments have been used: questionnaires, an interview and observation. To cross-check results, the researcher has not only implemented several data collection, but different sources as well: the receptionists and foreign customers.

Accordingly, the present research is fundamentally based on four chapters. The first one considers the status and importance of English language in the world of hotel industry. It is an introductory chapter devoted to provide the reader with a broad description of the target situation under investigation, in addition to the main research questions and hypotheses and finally describes the methodological approach being adopted in this study, tools of analysis that are used and the purpose of each selection.

In order to put this research into a proper theoretical perspective, it is necessary to have a glimpse about English for Specific Purposes and some of its branches. Thus, chapter two presents an overview of ESP and Needs Analysis through discussing their different definitions. Communicative skills and the models of needs analysis are also examined in this chapter.

Chapter three, however, presents the data obtained from the questionnaires that are addressed to both the receptionists and customers in addition to an interview designed only for the receptionists. Analysis and interpretation of the main findings of the receptionists' needs, both quantitatively and qualitatively, are also presented in addition to customer satisfaction towards English communication. Generally, this chapter seeks to answer the questions put forward in this research and confirms or rejects the hypotheses of the current research.

In the last chapter, the researcher attempts at providing a set of useful recommendations as well as suggestions based on the collected data which may help the receptionists to cater their needs and perform effectively during communication with customers. It also provides some techniques and activities to trainers that would be appropriate during the training process. Furthermore, ESP researchers can take an advantage from this investigation by comparing and contrasting the language situation in this study with other ESP applications around the world in order to open the doors for further research in this particular field.

CHAPTER ONE

Chapter One

Situation Analysis and Research Design

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Chapter One

SITUATION ANALYSIS AND RESEARCH DESIGN

1.1. Introduction

English has become an international language as it is used widely and extensively. People all over the world use English as a means of communication and as a symbol of prestige in many societies. It gains its popularity among different languages by heading science, technology and commerce. English language is becoming more global and recommended either academically or vocationally. Tourism and Hotel Management is one among the various fields where the English language is highly used and needed. Therefore, this chapter is a description of the importance of English as a truly international medium in the hotel management. It contains two major parts: the first part describes the role of English and the second part explains the research methodology that was adopted in the present research.

1.2. Situation Analysis

Tourism plays an important role in solving economic problems of any country through increasing income for the nation as well as creating jobs for more people within more industries. One of the service industries in the world is hotel and the most important function of this industry is to provide services for its guests. All departments within the hotel offer various services, including the receptionist and housekeeping staff. As English language is now both important and popular for tourism staff, the demand for the use of English language at the workplace is highly recommended. Thus, it is essential to shed the light on this field which relies mostly on English language as an international medium.

1.2.1. The Spread of English

English speakers started to spread around the world for a variety of reasons: exploration, migration, trade and most importantly the colonization. After World War II, many countries gained their independence. Moreover, these newly independent countries retained the English language after independence such as South Africa and Nigeria. Nowadays, the role of English is increasing in these decolonized nations due to the outsourcing services and industries. Another reason is that English is being taught as the

mother tongue where English acts as a first language (White, 1997), as a second language (ESL) where English has become part of a country's chief institutions, and plays an important second language role in a multilingual setting (Rajadurai, 2005), or as a foreign language (EFL) to non-English speakers where English language is most useful vehicle of international communication (White, 1997). According to Crystal (1995), English language has reached its international status today primarily because of the expansion of the British colonial past and the economic power of the US in the 20th century. All these reasons have contributed in one way or another to the spread of English language all over the world as the world language.

Since the incredible expansion of English language worldwide, it has been referred to by linguists as an international language (Mckay, 2002), world Englishes (Nelson, 2009), lingua franca (El Kadri, 2010), world English (Rajagopalan, 2011), and global language (Crystal, 2012). Actually, the importance of English language is absolutely linked to globalization and it is used in professional activities: advertising, education and mainly for international communication. In this sense, many attempts have been made to demonstrate and conceptualize the incredible spread of English through the proposition and aid of different maps, models and diagrams. The oldest model of the spread of English is that of Strevens (1980); it shows a map of the world.

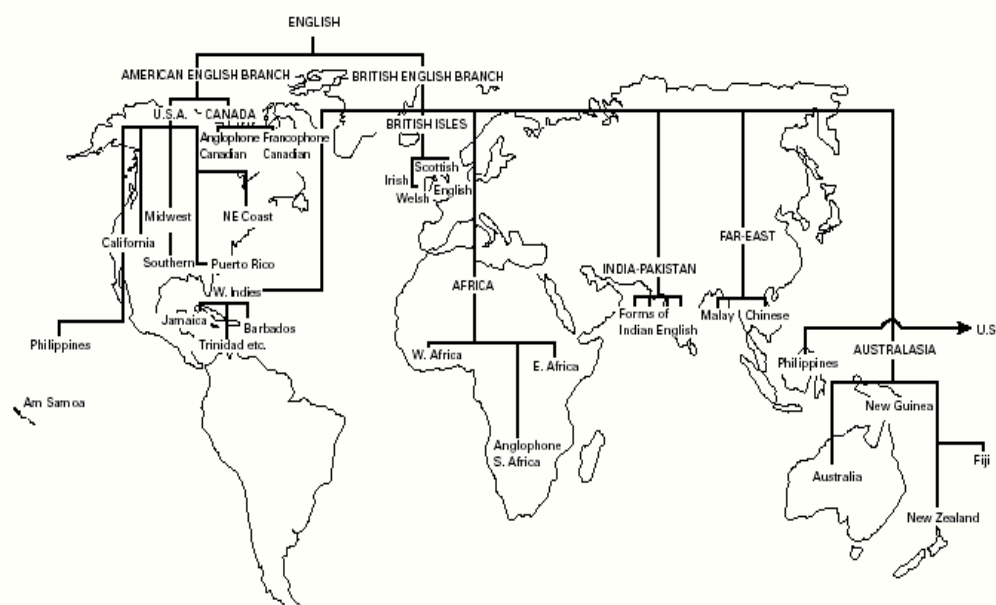


Figure 1.1: Strevens's World Map of English (Strevens, 1980: 86).

Moreover, the most influential model and widely used is Kachru's Three Circles of English. It is divided into three concentric circles: the inner circle refers to English as it originally takes place (UK, US and Canada); the outer circle (Malaysia, Singapore, India, Ghana, Kenya and others) and the expanding circle which includes much of the rest of the world. English speakers are described by Kachru in terms of belonging to one of three concentric circles.

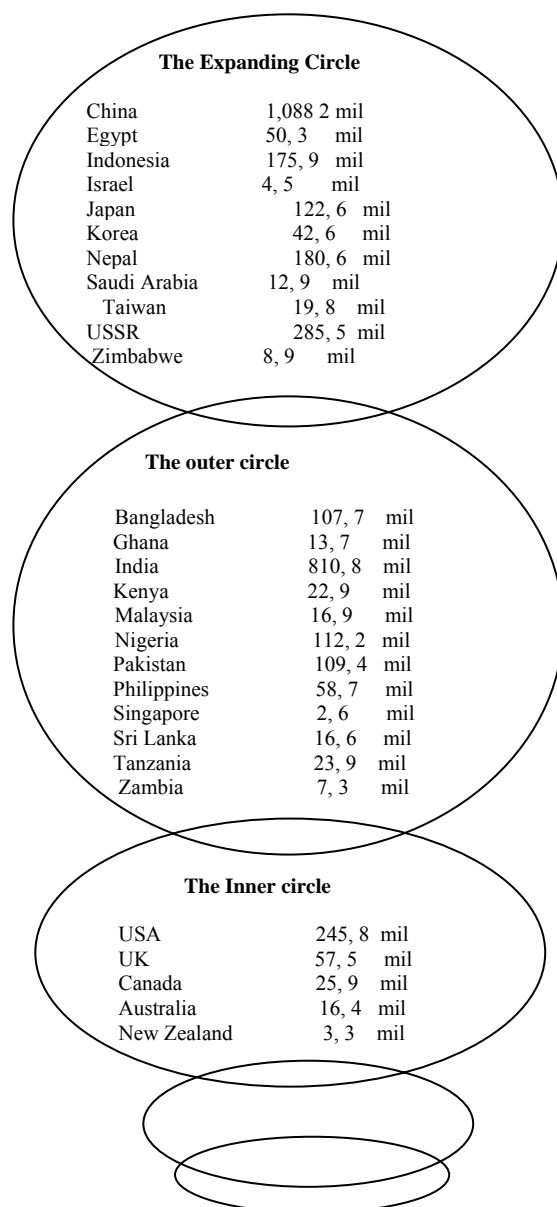


Figure 1.2: Kachru's Concentric Circles of English (1988)

Traditionally, there was a clear distinction among English as native language (ENL), English as a second language (ESL) and as a foreign language (EFL). Within Kachru's

model, ENL was replaced by inner circle, ESL by the outer circle and EFL by the expanding circle. Moreover, in what Kachru (1988) calls *'the inner circle, the outer circle and the expanding circle'* of world Englishes, there are about two billion people speaking English as the first or second language and as Bill Bryson states, *"the rest of the world are trying"*¹.

However, this model is not sufficiently dynamic to reflect the reality of English use in the world. In fact, the three-circle model fails to consider the growth of English in the world. It cannot account for the growing use of English, namely English as a lingua franca between speakers who do not share a first language (Mollin, 2006: 41-42). Additionally, sometimes it is difficult to define which one owns English as the first language and which one knows English as a second language as Crystal (1995: 363) states:

"There are several countries where population movement, language loss, divergent language attitudes, and massive shifts in language use have made it difficult to answer the question: "What is your first language?"

In light of the weaknesses of Kachru's model, many attempts have been made to give a clear glimpse about the sociolinguistic reality of the spread of English. Modiano (1999) develops an alternative model in order to fill some of the gaps that are founded in Kashru's model.

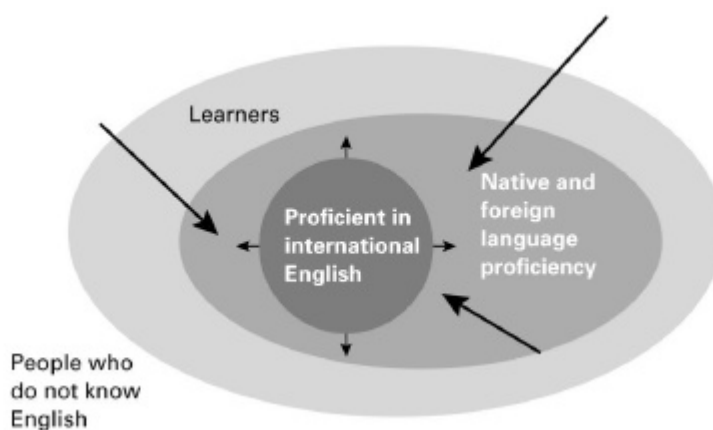


Figure 1.3: Modiano's Model of English Speakers (1999)

¹ Adapted from: Bill Bryson's quotes.

It is obvious that his centripetal model places proficiency in its core, i.e., within the centripetal model, the inner circle is occupied by proficient speakers of EIL. Speaker of EIL needs not necessarily to be an L1 speaker. More precisely, in Modiano's model of English², the center consists of users of English as an international language (EIL), with a core set of features which are comprehensible to the majority of native and competent non-native speakers of English. The second circle consists of features which may become internationally common or may fall into obscurity. Finally, the outer area consists of five groups (American English, British English, other major varieties, local varieties and foreign varieties) each with features peculiar to their own speech community and which are unlikely to be understood by most members of the other four groups.

Today, the number of people using English in their communication is extremely increasing on an unprecedented scale and the spread of this global language shows no signs of stopping. At the same time, non-native English speakers outnumber native ones. Not surprisingly, English becomes the main language of international trade and commerce in a world where these fields have the great dominance. Phillipson (1992) gives a list of terms that have been used to promote English and devalue other languages.

Glorifying English	Devaluating other languages
World language	Localised language
Additional language	Incomplete language
Link language	Confining language
Window onto the world	Closed language
Neutral language	Biased language

Table 1.1: Extracts from Phillipson's Table (1992: 282)

Moreover, the British Council's English project summarized the position of English:

² Modiano M. 1999: Standard English (es) and Educational Practices for the world's lingua franca. English Today 15/4: 3-13.

“World-wide, there are over 1,400 million people living in countries where English has official status. One out of five of the world’s population speak English to some level of competence.By the year 2000 it is estimated that over one billion people will be learning English. English is the main language of books, newspapers, airports, international business and academic conferences, science technology, diplomacy, sport, advertising and international competition”

English gains dominance over other languages and plays a crucial role in promoting globalization. Thus, English proficiency is required in all professional areas and it becomes essential in the tourism industry because of its specific characteristics.

1.2.2. English in Tourism and Hotel Management

Tourism is now one of the world’s largest industries and is seen as major tool for development. The importance of tourism industry is increasing significantly. At the same time, the current position of English as the main language used for international communication is quickly becoming a necessity in the tourism sector. The first advantage of tourism is creating jobs and opportunity for people to increase their income and improve their living conditions. Moreover, this sector is viewed as an export industry of three Gs -- *"get them in, get their money, and get them out"*.

According to the United Nations World Tourism Organization (UNWTO), over the past six decades, tourism has experienced continued growth and diversification to become one of the largest and fastest growing economic sectors in the world as well as an attractive and essential tool for economic. Tourism has assisted many developing countries to move away from a dependency on agriculture and manufacturing (Tooman, 1997). On the other hand, it is commonplace to say that English language has been successfully promoted and globally adopted as Crystal (2003) states:

“English is, now, the language most widely taught as a foreign language in over 100 countries such as China, Russia, Germany, Spain, Egypt and Brazil, and, in most of the countries, it is emerging as the predominant foreign language to be encountered in schools, often is displacing another language in the process.”

Consequently, the reasons for learning English are becoming more tied to professional reasons (using language skills at work, personal satisfaction and working abroad). People may be highly motivated to learn it as English can produce more benefits than any other language especially in the tourism and hotel industries. Thereby, employees in such industries (tourism organizations, travel agencies, hotels and other accommodation facilities) need to be fully prepared to meet all kinds of demands made by their clients; that is the main reason why communication in tourism is more sensitive than in other branches (Blažević, 2007).

English has emerged as the international language of business communication, particularly in certain industries such as travel, hospitality, engineering, healthcare and finance. The hotel is a part of the tourism industry and it is considered as the backbone of this industry. People who work in the hotel industry will come across many types of travelers. Some will be tourists and visitors, others will be business guests. As a matter of fact, chances are plenty that many guests will speak English. Again, the role of English language comes to the surface.

English Language is not only a means of establishing a communication but also is a vehicle for fostering relationship and the selection of hotel staff depends on those who possess a high level of language proficiency that allow them to communicate effectively. However, when the language is used wrongly, it can produce a disastrous response. It is obvious to say that language is a sword that can cut both ways.

Besides, the personnel in the tourism industry, especially the front liners, must be highly professional and proficient to use the language effectively for the purpose of communicating in particular situations that can enable successful communication. It has also been pointed out that the level of language proficiency depends very much on the relative importance of the language factor as perceived by the people who matter, the clients.

1.2.3. Tourism in Algeria

The tourism industry has become a popular addition and an important source for most of the countries of the world especially in African, Asian and Central American countries. It represents a significant part of any country's economy. Tourism industry is developing in different countries as well as Algeria which seeks towards the improvement of this sector.

As a matter of fact, tourism in Algeria has experienced many ups and downs over the years, mainly as the result of terrorism which has caused concern amongst many, with a decline in inbound and outbound tourism alike and not acquiring the reputation of a very good destination for tourists. As the service industry of tourism is a viable alternative for developing the economies of many third world countries, things began to change slowly in Algeria.

Years	2005	2006	2007	2008	2009	2010	2011	2012	2013
Annual Incomes	252	316	397	485	592	722	882	1076	1313

Table 1.2: Annual Income from Tourism Industry, 2004-2013 (in million \$)

Source: Prepared by Dr. Kamel Bouadam, based on the perception of the development of the tourism sector during the decade 2005-2013³

It is commonplace that the Algerian economy has been characterized by specialization in the tourism sector since the late seventies, mainly in the Saharan regions where it is being developed (Timimoun, Tamanrasset, Hoggar, Tassili, and so on). Additionally, the Algerian land area is the largest country in Africa (2,381,741 km), (after the division of Sudan), and its Sahara desert is considered as the largest Sahara in the world by representing nearly 80% of the territory.

Moreover, among the main possessions of Algeria is its extensive network of airport and road infrastructure. Algeria has a wealth of monuments and historical sites ranging from the Phoenician period to the French colonization, the Numidian Berber kingdoms, the Roman and the Ottoman eras. Five well preserved cities of the Roman period deserve to be mentioned: Tipaza, Timgad, Djemila (ancient Cuicul), Casbah and M'Zab Valley. All these attractive aspects and historical heritage make Algeria an ideal tourist destination.

Despite the fact that Algeria has diverse tourism potentials through its attractive geography, climate and history, Algeria's potential is largely and extremely untapped in the end. This is obvious in terms of hotel infrastructure; Algeria suffers from a serious deficit. Over 80% of hotels do not meet international standards. There are 85 000 beds between 1004 including 872 private hotels. Accordingly, the Algerian authorities are so slow to

³ Source: **Review of Applied Socio- Economic Research** (Issue 2/ 2011) : p : 35. URL: <http://www.reaser.eu>.

react to changes in tourism markets, especially with the emergence of new countries to make technical changes in order to support and update this sector. Data from the Ministry of Planning, Environment and Tourism have showed that Algeria was the destination of 1.74 million tourists in 2007, representing a slow growth of 6.5% when compared to 2006. Foreign tourists are, in turn, 511,000 visitors per year. They are mainly from France with 170 000 tourists followed by Spain, Italy and the United Kingdom for Europe, Tunisia (108,900 visitors), and Morocco in North Africa, followed by Egypt and Turkey.

Years	2005	2006	2007	2008	2009	2010	2011	2012	2013
Number of arrivals	1315108	1446619	1591281	1758365	1951785	2176240	2437389	2742063	3098531
Growth rate	10 %	10 %	10 %	11 %	11 %	12 %	12 %	13 %	13 %

Table 1.3: The Evolution of Tourism Flows, 2004-2013

Source: the tourism sector during the decade 2005-2013, Ministry Of Tourism, Algeria.

Despite the evolution of tourism in Algeria, the tourism industry still suffers from a deficit in terms of hotel facilities, qualification of the industry, a deficiency in the production and in the tourism product. As a result, the government should know that the global trend of recent years is personalized tourism and there is a great need for the involvement of professional bodies in the promotion of this important economic niche. Perhaps then, increased attempts need to be made by the Algerian authorities just to show a real desire to achieve the broad program of reforms in order to improve the quality of reception through implementing new and effective strategies that leads to profound changes.

1.2.4. English for Hotel and Hospitality

Despite the fact that all hotels share some major divisions, there is no doubt that each hotel has its own idiosyncratic version of internal organizational structure. The reception department is among the major departments in hotels which experience the most intense contact with guests. . In regards to the hotel premises where guests are encountered, the property can further be divided into front of the house and back of the house. The former refers to the parts of hotel premises where customers/guests meet such staff as front desk,

people who wait on and house attendants, whereas the latter refers to areas that are not usually seen by guests (Wagen, 2003).

All the activities that guests experience in the hospitality service cycle may involve interactive communication including business transactions with front-of-house personnel in all the major departments of the hotel. The hospitality service cycle refers to accommodation needs of guests at three discernable stages, starting possibly with pre-arrival reservation and finishing with post-departure activities (Harun, 1998). Employees follow certain professional conventions and transactional procedure when serving guests in different stages of service encounters. These service encounters conform to certain predictable interacting activities and behavior, and a cluster of identifiable standardization of linguistic requirements (Blue & Harun, 2003).

Broadly speaking, hospitality is the act of kindness in welcoming and looking after the basic needs of customers or foreigners through effective communication. Derrida (2002: 361) states that *“not only is there a culture of hospitality, but there is no culture that is not also a culture of hospitality. All cultures compete in this regard and present themselves as more hospitable than the others. Hospitality, this is culture itself”*. In this context, an understanding of hospitality as a relationship and a process is extremely essential in the realm of tourism. It is mostly concerned with business communication. Thus, English hospitality should focus on key communication concepts and vocabulary that are extremely important to prepare and help the receptionists in the hotel industry for a wide range of positions. Huang (2008) proposes a comprehensive model for the ESP curriculum for hospitality.

Curriculum Dimension
1. English for Hotel Services.
2. English for Food and Beverage Services.
3. English for Air Flight Services.
4. English for Tour Managers and Guides.

**Table 1.4: ESP curriculum Model for Tourism and Hospitality English Huang
Chaoshain (2008)⁴**

⁴Huang, C. S. (2008). English Curriculum Planning for Hospitality. Proceedings of 2008 International Conference of Applied Foreign Languages

As shown in table 1.4, a hotel is perhaps the most suitable place for the exploration of hospitality language. It is rich in standard vocabulary, greetings, and so on. Anyone designing a language course for hotel receptionists needs to take a comprehensive approach; such a course should cover the essential ingredients of hospitality language but should go beyond the stereotypical. Hospitality English deals largely with various types of service. It is divided into two parts: English for General Hospitality Purposes (giving directions, requesting and giving tourist information, and other communicative activities that can take place in any hospitality setting) and English for Specific Hospitality Purposes (language of one particular hospitality setting and language used for checking into a hotel, giving information about hotel facilities, meal times,...etc.). Though there are several textbooks which deal with hospitality language for hotel staff as the one of Yates (1991), most are very basic; the language is often simplified and does not always seem to reflect authentic hotel encounters. Blue and Harun (2003) emphasise that hospitality in the hotel is a type of commercial business and effective language communication requires more linguistic knowledge⁵.

To sum up, hospitality education programs in non-English-speaking countries have begun to offer more English courses to students. Professional English is essential for the receptionists in the hotel who are exposed to listen and speak to foreigners through the use of English language. The researcher therefore has decided to undertake a study of English language needs (listening and speaking skills) of the receptionists in Royal Hotel in Oran.

1.2.5. Service Quality versus Customer Satisfaction

Today, hospitality and tourism are often described as the pleasure industry or the welcome industry. The term hospitality becomes increasingly popular and is considered as the main influential type of industry in the world generally and in business field specifically. The success of this industry depends widely on education, training, health, security and most importantly on service quality and customer satisfaction. During the past few decades, service quality and customer satisfaction are being used interchangeably. They have become a major area of attention and a subject of great interest to various industries, organizations, practitioners and academic researchers alike. Both concepts have

⁵ Blue, G.B., and Harun, M. 2003: Hospitality Languages as a professional skill. English for Specific Purposes, 22, 73-91.

profound impact on business performance and customer behaviour. “*Service quality leads to higher profitability*” (Gundersen et al., 1996) and “*customer satisfaction*” (Oliver, 1997). Furthermore, the concept of customer satisfaction has been a popular topic in marketing practice and researches since Cardozo’s (1965) initial study of customer effort, expectations and satisfaction. Many studies indicate a positive relationship between customer satisfaction and customer loyalty (Faullant et al., 2008).

In line with this thinking, Lam and Zhang (1999) claim that overwhelming customer demand for quality products and service has in recent years become increasingly evident to professionals in the tourism and hotel industry. Among all customer demands, service quality has been increasingly recognised as a critical factor in the success and victory of any business (Grönroos, 1990). According to Magi and Julander (1996: 40), the importance of customer satisfaction and service quality has been proven relevant to help improving the overall performance of organisations.

Nowadays, providing and maintaining customer satisfaction is regarded as one of the biggest contemporary challenges of management in service industries. Regardless of whether these various industries provide goods or services, they recognise that satisfied customers are the only key to their success. Thus, employees in the hotel industry work hard to provide and achieve outstanding customer satisfaction through the use of a solid framework of policies, information and practices. In this sense, Zairi (2000) has developed a cycle which demonstrates the basic steps to the improvement of customer satisfaction.

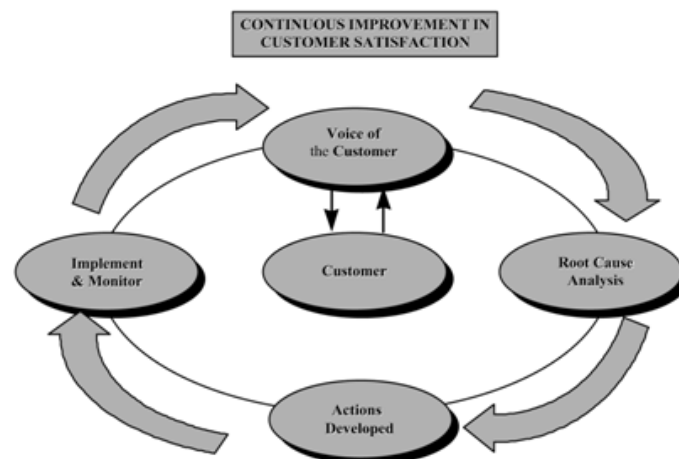


Figure 1.4: Customer Satisfaction Improvement (Zairi, 2000)

This cycle starts with listening to the voice of customers, then analysing their comments, taking action and eventually implementing. Finally, it is important to highlight that one of the key challenges of business is how they manage business which holds a significant importance to customer satisfaction. Thus, one of the key strategies for successful management is to measure and monitor and may be to nurture service quality and customer satisfaction which lead to improved profitability.

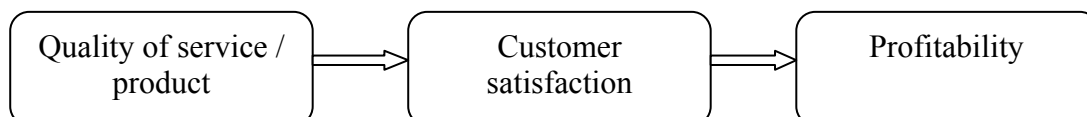


Figure 1.5: Dependence between Quality, Satisfaction and Profitability
(Ingrid Feclikova, 2004)

1.3. Research Methodology

The present study is a need analysis conducted to investigate the quantitative and qualitative English language needs of the receptionists in Royal Hotel in Oran. The main aim is to identify their overall English language needs. Now, it is a well established fact that needs analysis has a vital role in the process of designing specific courses especially when it is related to English for Specific Purposes (ESP), and its centrality has been acknowledged by several scholars and authors.

As a matter of fact, needs analysis has gone through many stages. With the publication of Munby's *Communicative Syllabus Design* in 1978, needs analysis has moved towards placing the learner's purposes in the central position. Consequently, the notion of target needs has become paramount and researches have proved that situation and function are also fundamental. "*Target Situation Analysis*" (TSA) has appeared as a new term to refer to "*Communication in the Target Situation*".

Munby's comprehensive model has placed need analysis as central to ESP. Thus, CNP still keeps its values as it is considered contributory to ESP in many developmental ways. It is obvious that needs analysis is the first step to investigate the hotel receptionists' needs as a basic foundation of an ESP program development.

1.3.1 Target Population

The target population is “*the entire aggregation of respondents that meet the designated set of criteria*” (Burns and Grove, 1997: 236). In this study, needs analysis will conduct two finite groups of the target population: hotel receptionists and customers. There are employees who directly in contact with foreign visitors in the front line of the hotel such as front counter receptionists, customer service, and doormen. These non-English native speaking employees have different English proficiency levels that depend on their time of studying English as a foreign language. Additionally, the current study consists of English-speaking clients (foreigners) who have stayed at Royal Hotel in Oran during the period of investigation. In determining the target situation, sampling is an important process.

1.3.2. Sampling

Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. It involves the process of selecting a sub-section of a population that represents the entire population in order to obtain information regarding the phenomenon of interest. The choice of a particular sampling is influenced by a number of factors including:

- The purpose of the study
- Population size
- The risk of selecting a bad sample
- The allowable sampling error

The next step is to choose a particular sampling technique that will indicate precisely which elements of the sampling frame to select for observation. There are several approaches to determine the sample size. These include the use of a census for small populations, imitating a sample size of similar studies or applying previous formulas to calculate a sample size. Among the methods of sampling, the one which yields probability samples in which the probability of selection of each respondent is assured. The researcher therefore has adopted this method as it offers two crucial advantages. First, this type uses random procedures based on known probabilities of inclusion. Second, random sampling allows the use of powerful statistical techniques to estimate the accuracy of the sampling

process. Undoubtedly, differences between the characteristics of the sample and those of the population are known as the sampling error. According to Cohen et al. (2000):

“A probability sample, because it draws randomly from the wider population, will be useful if the researcher wishes to be able to make generalizations, because it seeks representativeness of the wider population. (It also permits two-tailed tests to be administered in statistical analysis of quantitative data.”

Through the use of Yamane’s formula (1967) with an error 5% and with a coefficient of 95%, the researcher has got the sample size of two groups of population, including receptionists and customers in the hotel.

$$n = \frac{N}{1 + N(e)}$$

Where,

n = sample size

N = research population size

e = the error of 5 percentage points or (0, 05)

(1) The Yamane’s formula was applied to calculate the number of sample with 95% confidential level to the 35 employees in Royal Hotel. Consequently, the sample size for this group could be calculated as follows:

$$\text{Sample size} = \frac{35}{1 + 35(0.05)^2} = 32$$

The calculation from a population of 35 employees came up with 32 workers representing 91, 42% of the whole population. The results of the sample size are shown in the following table:

(Population Size) Hotel Workers	Level of Confidence	Sampling Error	Sample Size	Type of Sampling
35	95%	5%	32	Yamane Formula

Table 1.5: Results of the Sample Size of Receptionists

(2) The sample size for foreigners (the total number of customers that visited Royal Hotel) has been also calculated based on Yamane's Formula. **Sample size=**

$$\frac{40}{1 + 80(0.05)} = 38$$

Thus, the acceptable number of responses is 38 clients representing 90, 50% of the whole population. The results of the sample size are shown in table 1.6 below:

(Population Size) Hotel Clients	Level of Confidence	Sampling Error	Sample Size	Type of Sampling
40	95%	5%	38	Yamane Formula

Table 1.6: Results of the Sample Size of Customers

1.3.3 Research Instruments

Data gathering is crucial in research as it is meant to contribute to a better understanding of a theoretical framework (Bernard, 2002) and it is an essential component for conducting a research. Jordan (1997) indicates that there is no single approach to conduct needs analysis. Moreover, data collection can be derived from a number of methods which includes interviews, focus groups, surveys, telephone interviews, fieldnotes, interaction or questionnaires (Heaton, 2004: 37). A novice researcher has multiple and difficult situations that have an impact on the choice of methods and instruments that best serve his/her investigation. On the other hand, to overcome the weaknesses and the problems that come from one single method, triangulation is the best solution to obtain

confirmation of findings through the application and combination of several research methodologies in the study of the same phenomenon. In other words, triangulation is a way of cross-examining results using two or more sources to add validity (Long, 2002:28).

In all, the methods that can be used in needs analysis of any particular group of workers/students are highly varied. However, the most widely used instruments are questionnaires, case studies, interviews and visits to the workplace. Consequently, the main data collection tools chosen for this study were varied:

- Two questionnaires
- Structured interview

Each instrument is elaborated as follows:

1.3.3.1. Questionnaire

The use of questionnaire is the most convenient when dealing with large scale of data collection. They enable the researcher to collect data from a large number of subjects in a short period of time. Thus, questionnaires were determined to be the best means of investigation in this study with the receptionists and customers at Royal Hotel. They were selected as the best source for the following reasons:

- 1) It requires minimal time from participants and provides a flexible and convenient way to participate in the study.
- 2) The number of participants is expected to be fairly large.
- 3) Participants could be assured of a certain degree of anonymity in their responses and could respond frankly.

(1) The Receptionists' Questionnaire

In order to successfully conduct the needs analysis, the first questionnaire had contained a series of short answer questions that attempted to elicit the non-English native speaking employees' demographic information and their duties (see Appendix A). Further, most of the questions in the questionnaire were closed questions where a choice of alternatives was given. It is necessary in this research to gain personal information about the respondents for two reasons. First, providing information about gender and specialty ensure that participants are indeed serving within the hotel industry. Second, information

about the duration of work helps the researcher to compare between the experiences of different workers. Thus, the first questionnaire was designed to obtain five parts of the following information:

Section One

In the first section, the questionnaire was concerned with general information about receptionists in Royal Hotel. In this sense, the respondents were required to answer some personal questions such as: gender, educational level and duration of work.

Section Two

In the second section, the questionnaire was concerned with the importance of English language at the workplace. It consisted of questions on the different aspects of practical use of English. In other words, this part was designed to provide data to answer the first research question, “To which extent is English language used in the careers of receptionists?” In order to answer this question, three sub-questions were formulated. The first sub-question sought information about the overall perceived percentage of using English at the workplace. The second sub-question sought information about the frequency of using English in Royal Hotel by employees and with whom they usually use English. Finally, the last sub-question in this part sought information about the significance of requiring a certain level of proficiency.

Section Three

The third section was devoted only for the use of the four skills to provide data to answer the second research question, “Which level of the reading, writing, listening and speaking skills of English language is required at the workplace and for performing what kind of activities?” Three sub-questions were followed. The first sub-question sought information about the most important skill at the workplace. As a result, the participants need to rank language skills and elements that they use and encounter problems most.

The last sub-question asked the participants about the level of each English language communicative skills that enables them to perform their job effectively. This sub-question uses a cross-check question offering four choices: “*excellent level*,” “*good level*,” “*satisfactory level*” and “*N/A*”). According to Dornyei (2003), a good questionnaire uses a cross-check question to inform the researcher about the reliability of his/her respondents. Finally, participants were asked about the importance of English language skills in

conducting the job. The language skills and elements in this questionnaire were composed mainly of listening, speaking, reading and writing skills.

Section Four

This part consisted of two sub-sections. The first one asked the participants to indicate their feelings about the necessity of English language communicative skills. On the other hand, the second one was about the difficulty of some English language elements. The participants were asked to rate their difficulties of English skills on five choices of a Likert scale⁶.

The next sub-sections are about the needs of the receptionists for the use of English skills in the job. The questions covered information with multiple English language functions for receptionists in Royal Hotel. The questions were divided into four main domains of language skills: listening, speaking, reading and writing. Within each skill, the questions were divided into sub-items that sought information about various functions. The last sub-section was about the problems of employees in using English to communicate with foreign clients. They were asked to rate their main problems that they encountered in many functions when they used English language.

Section Five

The last section of the questionnaire was designed to provide data to answer the last research question, “Do receptionists in the hotel industry feel that they were prepared in terms of their English language ability to meet their current communication needs?” This research question included two sub-questions. The first one sought information about the perceived English language ability before and after college. The last sub-question asked participants about the relevance of the college English language courses that they had taken in terms of their current needs and if it were really related to hospitality field. The questionnaire was ended with an opened item, allowing the participants to fill in either their comments or suggestions.

Generally, the questionnaire was used to query about 1) hotel receptionists’ English learning backgrounds, 2) the percentage of the use of English in communication 3) their English proficiency level, 4) the importance of having a high level of English proficiency,

⁶ A technique used to measure someone’s attitude. It provides a range of responses to a given question or statement.

and their knowledge about English for hospitality, in addition to the problems and needs that the receptionists encountered at the workplace. Except for gathering the receptionists' information about their English learning backgrounds, the questionnaire provided extra spaces for employees to describe details of their jobs related to communication with the foreign customers.

(2) The Customers' Questionnaire

In order to collect accurate and appropriate information from the foreigners, a questionnaire was used as the second research tool. It was divided into four sections and each part had its own sub-sections. (See Appendix D)

Section One:

The first part consisted of close-ended and open-ended general questions. It is of a great importance to know general information about the foreigners who visited Royal Hotel. Consequently, the respondents were required to answer some questions as follows:

Item 1: Nationality

Item 2: Purpose of travel

Item 3: Hotel selection

Section Two:

Communicative skills, intercultural communication and hospitality language have become the most important elements of interaction which they lead to both customer and employees satisfaction in the hotel industry. The second questionnaire was therefore designed to figure out clients' perceptions and satisfaction through the general question; "To which extent are clients satisfied with the front desk English language use?" In order to answer this question, three sub-parts were included: communicative skills, intercultural communications and hospitality language. They were primary designed to determine the level of clients' expectations and perceptions towards these significant factors for the receptionists. Multiple sub-sections were included such as:

- 1) The front desk staff can welcome and greet the tourists politely.
- 2) The front desk staff can speak plainly and confidently so that the customer can understand without any difficulty.

- 3) The front desk can listen carefully to the client and explain in detail what they need.

Section Three

The role of service quality in the success of hotel businesses cannot be denied. Thus, this part was projected to identify the specific expectations and perceptions of customers about some issues including: staff language skills and service quality. Moreover, this section consisted of some questions through which the investigator could figure out customers' views and suggestions related to the service quality of the hotel front office staff.

1.3.3.2. Interviews

Interviews are another method to utilize in a language needs investigation. They are among the most familiar strategies for collecting qualitative data. According to McNamara (1999):

“Interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g. to further investigate their responses.”

Through conversation, the interviewer will collect data from individuals and at the same time the interviewees will be able to discuss their main views, perceptions and interpretations in regards to a given situation.

Furthermore, there are many reasons to use interviews for collecting data and using it as a research instrument. Gray (2004: 214) has given the following reasons:

- There is a need to attain highly personalised data.
- There are opportunities required for probing.
- A good return rate is important.
- Where the respondents have difficulties with written language.

Moreover, it is necessary for the investigator to be prepared before the actual interview in order to add validity to the research. Once the interview has been conducted, the researcher needs to make sure that the respondents have:

- Basic information about the purpose of the interview.

- Some ideas of the probable length of the interview.
- A clear idea of precisely where and when the interview will take place.

Concerning the research, a structured interview questions were developed for this study; it was set for the receptionists whose ability of dealing with foreigners through the use of English would be assessed. Thus, in order to identify the receptionists' needs and to explore what difficulties they face when using this foreign language, a needs identification interview was conducted as Basturkmen (1998: 2) says:

“Needs analysis have been identified as the identification of difficulties and standard situation through the adoption of two ways: observing students functioning in a target situation, conducting interview and delivering questionnaire to different group of respondents to find out these difficulties.”

(3) A Structured Interview with the Receptionists

A structured interview is sometimes called a standardized interview. The same questions are asked to all respondents. According to Corbetta (2003: 269), structured interviews are “... interviews in which all respondents are asked the same questions with the same wording and in the same sequence.” So, open-ended and face-to-face interviews are indeed an important instrument that the researcher has adopted to give the opportunity to every employee to express his/her feelings about the use of English as a means of communication and the importance of the four skills (listening, speaking, reading and writing) at the workplace and allows them to interpret more details about their own opinions (see Appendix C).

1.3.4. Research Questions and Hypotheses

The present study has aimed to explore the present needs of Royal Hotel's receptionists in Oran for the English language. It has been hoped that the data will reveal the language skills and functions that are useful for the receptionists. This study thus has endeavored to answer five main research questions:

- 1- To which extent is the English language used and needed in the careers of Royal Hotel's receptionists?
- 2- Which level of the reading, writing, listening and speaking skills of the English language is required in the workplace and for performing what kind of activities?
- 3- What are the present needs of Royal Hotel's receptionists in using English in their routine jobs?
- 4- Do Royal hotel's receptionists feel that they were prepared in terms of their English language ability to meet their current communication needs?
- 5- To which extent are clients satisfied with the front desk English language use?

Furthermore, this study has attempted to explore the receptionists' attitudes toward the use of English at the workplace through testing the following hypotheses:

- 1- The lack of English language ability prevents the receptionists from conducting their jobs effectively.
- 2- The receptionists in Royal Hotel need to develop their listening and speaking skills in particular.
- 3- Training and development are essential in providing receptionists with the right skills for their present and future jobs.
- 4- Hotel clients are not satisfied with the English communication of the receptionists.

1.3.5. Pilot Study

In order to provide information, to save some time, effort and money, which can contribute to the success of the research project as a whole, a pilot study is needed to minimise the risk of failure. It could easily indicate whether the proposed methods and / or instruments are appropriate or not.

According to Welman and Kruger (1999:146), many novice researchers are disappointed when they find out that the guidelines for research are only valid in an ideal environment and not in the practical research environment where they conduct their

research study. This might be the main reason why a pilot study is extremely needed. Consequently, the following two values of a pilot study have been listed:

- It is needed to detect possible flaws in measurement procedures.
- A pilot study is also valuable to identify unclear or ambiguous items in a questionnaire.(ibid)

A pilot study is a part of the research planning to identify and eliminate ambiguity in the questions before it is used in the main study. It is considered as a specific pre-testing of the effectiveness of the current research instruments. The researcher decided to pilot only the first questionnaire, because of the important number of informants. However, concerning the receptionists' interview they were not piloted since the questions could be modified according to participants' answers during the interview. Thus, the first draft of the questionnaire was given to the supervisor and to one online friend from UK for revision and feedback. Accordingly, the questions were revised again.

1.3.6. Data Collection and Procedures

Having the purpose to meet specific objectives and to answer precise questions, the instruments were carefully selected, taking into consideration, the needed information for this research and the data sources which were used. Data were collected mostly for two reasons:

- To find answers to the research questions;
- To provide evidence for the hypotheses which were formulated and to suggest some recommendations.

Data collection included:

1.3.6.1. A Questionnaire for the Receptionists

Thirty five questionnaires were given to the employees in the hotel. The questionnaire was designed in English and translated into Arabic. The participants had answered only the Arabic version of the questionnaire. (See Appendix B)

After fifteen minutes, the participants finished the questionnaires and they returned it back to the researcher. Based on the responses of the questionnaire, the researcher could comprehend the receptionists' English learning backgrounds, their real specialty and the importance of the four skills at the workplace. Through the analysis of the answers of this

questionnaire, the researcher might figure out and eventually formulated the suitable and dynamic interview to best serve the research. Most importantly, knowing the level of English proficiency of the receptionists and their needs from the questionnaire could help the program designers to formulate specific lessons and programs depending on the level of employees which might start from greeting to simple conversations for the beginners. For the intermediate level, dialogue practices of real-life situation seem to be the main course for these workers.

1.3.6.2. A Questionnaire for the Customers

After many visits to the hotel, the researcher asked each time some foreign customers to participate in this study. The researcher consciously decided to use English as a medium of communication. 40 Participants have been informed that their participation is of a great importance for designing a new program for receptionists and to examine their communicative capabilities.

While designing the questionnaire, the researcher paid special attention to the layout of the questionnaire in terms of fonts, spacing, and paper quality. Oppenheim (1992) argues that the professional quality of the layout can give a good impression about the questionnaire, which in turn affects the quality of the responses. The questions were prepared in advance to help the participants. Their suggestions were grounded on questions formulated by the investigator. Further, all the participants had been assured that their responses to the questions would remain confidential.

1.3.6.3. A Structured Interview with the Receptionists

The individually face-to face interviews with employees offered an opportunity for the participants to express their own viewpoints. In total, 20 employees were interviewed. During the interview, the participants were asked about the significance of communicative skills. First, the researcher introduced herself, explained the goal of the interview, asked permission to take notes, and assured confidentiality. Second, specific questions about the receptionists' English learning backgrounds had been asked. Then, some questions were followed about English language in real world and how difficult or easy employees found the tasks that require English to be. In other words, which skill is the most needed as a central part to perform their job appropriately? Only when the employees seemed confused, the investigator restated the question.

The researcher was in a position to note and observe the non-verbal language of the interviewee. Moreover, the interviews were conducted in a relaxed conversational manner where all the questions had been asked in a non-judgmental manner. The receptionists had been informed that their opinions and feelings about the subject were extremely valued. It is a well established fact that this qualitative approach to questioning has elicited spontaneous and free answers from the respondents rather than limited or forced answers that may have resulted from closed questions or questions with alternative answers.

During the interview, the researcher took field notes during the conversations with hotel receptionists. Then, the interviews' answers were transferred into data which could summarise the major ideas of receptionists' views and perceptions about the significance of English language communicative skills at the workplace in addition to their knowledge and suggestions toward the ESP program. Consequently, the researcher gained a closer insight about the employees' lacks, wants as well as their needs.

1.3.7. Data Analysis

The methods of data analysis will be quantitative and qualitative in this research in order to figure out the main needs of the receptionists in Royal Hotel, then to focus on the main needs of communicative skills of English for the receptionists. Consequently, data gathered from the two questionnaires have been categorised and calculated into the statistical values as follows:

- a)** Data concerning the general background and the opinions of employees have been presented in percentage through the use of frequency counts and then have been converted into percentages.
- b)** Mean (\bar{x}) has been used to interpret the average level of English, more precisely, level of English skill uses, English needs and problems of the receptionists. The higher mean score (\bar{x}) of each activity has indicated higher uses, needs, and problems in English of receptionists in Royal Hotel. On the other hand, the lower mean score (\bar{x}) has indicated less uses, needs and problems in performing the job.
- c)** A five-point Likert scale has been used to rate and score the levels of necessity, difficulty, needs and problems of English language for the receptionists in Royal

Hotel in many parts of the research. This scale has been used to specify the level of agreement or disagreement based on the following criteria of Rensis Likert (1932):

Scale	Necessity	Difficulty	Needs	Problems	Mean Range
5	Essential	Very difficult	Most Important	Always(81-100%)	4.21 - 5.00
4	Very necessary	Difficult	Important	Usually (51-80%)	3.50 - 4.49
3	Necessary	Fairly difficult	Moderate	Often (21-50%)	2.50 - 3.49
2	Fairly necessary	Not very difficult	Slightly Important	Seldom (1-20%)	1.50 - 2.49
1	Unnecessary	Not difficult	Least Important	Never (0%)	1.00 – 1.49

1.3.7.1. Methods of Data Analysis

In the current research, both quantitative and qualitative analysis were used as both methods are believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement. (Hamzaoui, 2006:130).

1) Quantitative Analysis

Quantitative analysis was used to analyse receptionists and clients' questionnaires to quantify their answers and contribute to depict and estimate their language needs and requirements, in addition to customer satisfaction. The quantitative data had provided the researcher with the numerical data about the difficulties and the problems encountered by the front desk staff.

2) Qualitative Analysis

Qualitative analysis was used in the receptionists' interview. Its main aim was to help the investigator constructing clear and thorough ideas about the language needs. This kind of analysis had contributed a great deal to this study since it permitted the researcher to retrieve information about the problems that receptionists are facing; in addition, it gave the investigator an insight into how things were being occurred in their natural environment.

To develop better understanding, the researcher felt that the use of tables and figures are enough to provide simple and plain explanations of the results. They were drawn based on the feedback obtained from the receptionists and foreigners through two different sets of questionnaires. Finally, the oral interview questions and the observations were discussed and interpreted in a descriptive manner to support the results of the questionnaires. All-in, the data gathered through questionnaires and the interview would be analysed and

summarised according to the perceptions and suggestions of the receptionists in Royal Hotel as well as the customers.

1.4. Conclusion

In the first part of this chapter, the researcher has investigated the English language situation in the Algerian tourism and hotel industry and its importance on customer satisfaction. In the second part, the researcher has presented the research design, the instruments as well as the data collection methods which have been followed to collect the necessary data and to find out satisfactory answers to the research questions and thus confirm or disprove the hypotheses formulated at the onset of this investigation. The methods of analysing data have also been discussed. Then, it is necessary to put this study into a proper theoretical perspective so that the next chapter will discuss the related literature to the present research.

CHAPTER TWO

Chapter Two

A Literature Review

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Chapter Two

A LITERATURE REVIEW

2.1. Introduction

The current chapter offers a brief review of the literature on communication and needs analysis in the field of English for Specific Purposes (ESP). This review consists of four parts. The first part gives an overview about the different definitions of ESP and its main branches. The second part discusses communication at the workplace in general and the importance of communicative skills in particular. The third part tackles the term ‘Needs Analysis’ and illustrates various models and instruments of NA within the ESP context. Finally, the last part sheds light on the relationship between NA and ESP.

2.2. English for Specific Purposes (ESP)

English for Specific Purposes (ESP) arose as a term in the 1960s. It became increasingly aware that General English did not meet the specific needs of learners. This new approach is specially designed for people who are learning English so that they will be able to use it in specific practical situations. Hutchinson and Waters (1987) mention three reasons for the emergence of ESP: *“the demands of a brave new world, a revolution in linguistics and a new focus on the learner”*. As stated earlier, the term ESP describes language programs designed for individuals who are learning with an identifiable purpose and clearly specifiable needs. It is a relatively new discipline that calls for a new learner centered approach to English language teaching. For Kennedy and Bolitho (1984: 3), *“ESP is based on an investigation of the purposes of the learner and the set of communicative needs arising from these purposes.”* In other words, ESP is learning and learner oriented through the analysis of communication needs of the learner.

According to Mackay and Mountford (1978), ESP is a form of teaching English for an utilitarian purpose that is defined with reference to some occupational requirements such as for telephone operators, civil airline pilots, in vocational training programs, such as for hotel and catering staff, technical trades, some academic or professional study such as engineering, medicine, or law. Moreover, Robinson (1989) describes ESP as a type of ELT

(English Language Teaching) and defines it as “*Goal Oriented Language Learning*”. According to the International Training Organization (2005), “*English for Specific Purposes is a term that refers to teaching or studying English for a particular career (like law, technology, science....etc) or for business in general.*”

Robinson (1991: 2-4) determines certain features that he considers to be factors of criteria common to all ESP programs:

- 1- ESP is goal-directed: Students are not learning English language as an end in itself, but because they need to use English.
- 2- ESP courses are based on the analysis of learners’ needs.
- 3- ESP learners tend to be adults rather than children.

It has been noted that a great confusion arises over two different concepts: special language and specialized aim. Undoubtedly, ESP does not mean that the English language used in certain specialization is special. The special thing is the restricted information that is included which have specific use in this specialization and which are selected from the whole repertoire of English language to serve the person’s needs. Further, Mackay and Mountford (1978) explain the idea of a special language as follows:

“The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation.”

Thus, the main concern of ESP is the specific communicative needs of learners, i.e., the definitive aim of teaching ESP is to enable the learners to communicate efficiently within the fields of their specialization. It is believed that specific courses of language teaching that are specifically designed for learners, who have specific communicative needs, are more effective than general courses that are usually designed for achieving general educational end (Flavey, 1977: 8). It is obvious that there is a great difference between English for Specific Purposes and General English. According to Hutchinson and Water (1987: 19):

“ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. The foundation of all ESP is the simple question: why does this learner need to learn a foreign language.”

Despite the various definitions of ESP, no one could describe English for Specific Purposes in a couple of sentences because the term is extremely complicated. As Strevens (1980) points out, *“it is not easy to produce a definition of ESP which is simple and water weight.”* Generally, ESP is an approach which uses needs assessment as the basis for curriculum development. It is considered as an umbrella term embracing a number of sub-divisions and is often divided up into two main sub-branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). In this context, the demand for English for Specific Purposes continues to increase and expand throughout the world.

2.2.1. English for Occupational Purposes (EOP)

Today, English is quite necessary to obtain a job and to communicate effectively at the workplace. This demand again led to the emergence of a new linguistic branch within the field of English for Specific Purposes (ESP), namely English for Occupational Purposes (EOP). This new branch refers to the specific ways English is used in different jobs and professional situations. As ESP is often divided into EOP and EAP, English for Occupational Purposes has also its own sub-divisions which are sometimes made into Business English, Medical English, Political Science English, Professional English (e.g.: English for Lawyers, Doctors) and Vocational English (e.g. English for Tourism, Nursing, Social Works, etc.).

During the last two decades, EOP has flourished as a response to a great need for an English proficient workforce. Thus, job-specific needs are the core of EOP. Swales (1990) recognises that EOP is the use of English in order to find or to keep a job, or in other words, any activity related to work. On the other hand, Anthony (1997) defines EOP as *“the portion of the curriculum which prepares students for gainful employment in occupations ranging from low-skills to sophisticated jobs in technical fields.”* So, EOP is designed to meet the workers’ needs through providing specific and sufficient training that focuses on

practical language skills needed by professionals working in an English speaking environment in which the basic skills are enhanced. Consequently, the training would explore the specific job functions.

According to Anthony (1997), most EOP classes would consistently expose students to sufficient training in reading, writing, speaking and listening. From the training, students would explore their specific job functions that are extremely required and needed in their professional side. Furthermore, Dudley-Evans and St. John (1998: 95) state that the teaching process of any kind of Language for Occupational Purposes should take as a starting point the analysis of the four tradition skills in a specific context. Then, they support the idea that an effective syllabus must be an attempt to overcome the deficiencies and lacks in the current educational system. Furthermore, in EOP, instructors are more interested to expose the learners to workplace skills which are needed to enter, maintain and advance in the world of work. This is due to learners' interest in preparing themselves for more opportunities for success in the workplace (Bukhart, 1996).

Within different occupations such as business, medical engineering...etc, different terms are used exclusively. Every profession has its own specific language that uses different terms, words, techniques and rules. When the needs of each profession is defined, learning aims can be defined in terms of some detailed purposes in which the language substances are adapted and the result is that the training will be more concentrated on the communicative ability in the concerned area. Thus, the purpose of EOP is to emphasize on the business requirements and the occupational needs of a profession.

To sum up, the main goal of EOP lies in justification and reinforcement regarding the important role played by the English language in the world. Through a need analysis, EOP emerged to deal with a variety of job contexts and to be able to examine the fundamental lacks of students. Thereby, the use of needs analysis in the workplace revealed the deficiencies existing in the current educational system through additional training and courses.

2.3. Communication

Communication has emerged as a very powerful personal skill that individuals must acquire to be able to perform their duties and become efficient managers and effective leaders. The word communication is derived from the Latin "*communicare*" which means

to share or to make common. So, communication is the transmission of information that it goes from one to another across a channel.

Communication is a complete process that it starts with sending messages. Obviously, like the sender who chooses his/her own words, phrases and idioms from his vocabulary depending on his/her learning, experience and exposure, the receiver also has a mental filter that is the product of his learning, experience and exposure. Kelly and Philips (1989) state that communication is a process which means that it is dynamic; not static. Everything about the participants' attitudes, beliefs, values and needs influences the communicative choices they make.

According to Disanza and Legge (2003), communication is an exchange of messages between individuals in order to create or influence shared meaning through the use of signs and symbols. Dwyer (1997) suggests that communication is any behavior, verbal and nonverbal, that is perceived by another. Knowledge, feelings or thoughts are encoded and sent from at least one person and received and decoded by another. Moreover, Dwyer (1997: 6-7) counts the basic elements of communication process which contribute for making communication interactive:

- Sender
- Message (spoken or written form or nonverbal-gestures)
- Receiver
- Decoding (influenced by cultural difference and listening abilities)
- Feedback (the form of a verbal or nonverbal response, a phone call)

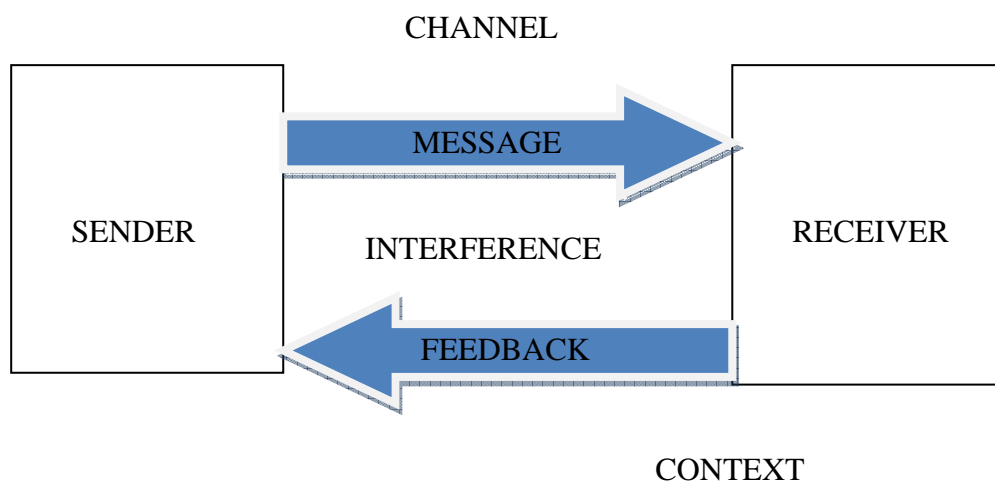


Figure 2.1: The Communication Process (Dwyer, 1997: 6)

Simply stated, communication is a two-way process of exchanging ideas or information. Communication, the heart of business, is the most important of all entrepreneurial skills. The ability to transmit information helps both clients and employees feel they can communicate effectively with each other in the workplace.

2.3.1. Communication at the Workplace

According to Scott (2005), communication is about sending, receiving and understanding information and meaning. He claims that receiving and understanding are the most important operations in the communication process, since the response of the receiver defines whether the communication attempt is successful or not. It is obvious that communication is a fundamental and vital element that leads to success. However, it is considered as a major challenge for workers as they are responsible for providing information. In other words, communication is the exchange of thoughts, emotions, ideas, and understanding between the sender and the receiver. It is essential for building and maintaining strong or weak relationships at the workplace.

He further defines two types of communication that are related to workplace communication; the effective and the efficient communication. The former is when the message of the sender has a successful decoding from the receiver; and the latter is when the communication is done effectively at a low cost. Although workers and managers spend most of their time communicating, one cannot assume that meaningful communication occurs in all exchanges (Dunn, 2002). Consequently, receptionists should know how to create communication that will improve their personal relationships, enhance their participation and leadership in groups, develop their public speaking skills and strengthen their interviewing abilities. By exploring new communication behaviours, expanding their creative thinking and their communicative skills, they will become artists of communication and at the same time creating a more meaningful relationship.

2.3.2. Communicative Skills

Language is the fundamental tool of communication in both verbal and written communication. Smeltzer and Leonard (1994) see the conception of communication skills as the ability to encode, decode, and receive feedback. Further, optimum communication occurs when both the sender and the receiver are skilled communicators. There are four language skills: listening, speaking, reading and writing. Speaking and listening relate to

language expressed through aural medium. Reading and writing are concerned with the visual medium. Speaking and writing are productive or active skills. On the other hand, reading and listening are receptive or passive skills (Widdowson: 57). Furthermore, Scott (1986: 3) classifies communication skills into four categories:

1. Listening is to concentrate on hearing what is being said.
2. Speaking is the skill of sending an oral message.
3. Reading is the ability of the reader to read material.
4. Writing is the way a writer influences a reader to understand and to accept a message.

According to Worth (2004), there are four types of communication at the workplace: reading, writing, listening and speaking. Not surprisingly, each of these skills often rank among the most critical for work related success. The current study is designed to identify English language needs for the receptionists in Royal Hotel.

2.3.2.1. Listening Skill

Listening is a specific skill that can be consciously developed and practiced in various workplace situations, whether a meeting, supervision session or telephone conversation. It is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. Listening is as important, may be even more important, than speaking. Without proper listening skills, it is difficult to communicate effectively with others especially at the workplace. However, most of us are not really taught how to listen effectively.

According to Vandergrift (2004), listening has gained much attention both in research and in language pedagogy as it has changed its role from a passive activity which deserved less class time to an active process through which language acquisition takes place. In line with that opinion, Rost (2002) mentions that listening is now widely accepted as an essential skill that enables language acquisition to take place, both in mother tongue and in second or foreign language. He notes that listening is essential to language development. Yet, it has been very challenging for L2 learners to learn. To help them to become skillful listeners, factors contributing to learners' listening difficulties have been identified in many studies such as: speech rate.

1. **Speech Rate:** Flowerdew (1994) states that speech rate has profound effect on listening comprehension. It is noted that the slower the speech is, and the more pauses a passage has, the better comprehension level listeners would be able to achieve.
2. **Task Types:** It is also documented as an attribute of listening difficulty. Anderson and Lynch (1988) state that “*different tasks present the listener with varying degrees of complexity.*” Therefore, the nature of the task itself is also one that it is needed to bear in mind.

Hartley and Bruckman (2002) demonstrate that effective listening involves two specific steps:

- To develop the ability to recognize and deal with barriers that prevent listening with full attention.
- To develop and use behaviours which help you to listen. Such behaviors can also serve to let the other person know that you are giving them your full attention.

Moreover, barriers to effective listening can exist in any interaction and take many forms which make listening and speaking skills difficult. Cultural issues can stand as an obstacle through listening to the differences in pronunciation of a different accent, rather than the content of the message. Feeling anxious and having a closed mind have also a negative impact. Further, being inattentive and forming a judgment or evaluation before understanding what is being said, either positively or negatively, stand in the way of listening and therefore lead to ineffective listening.

It is important to recognise such barriers and work to deal with it effectively through developing awareness to have more control over these barriers. In other words, we can adopt some specific and more helpful listening keys as Hartley and Bruckman (2002) suggest:

- Stop talking and listen openly to the other person.
- Delay evaluation of what you have heard until you fully understand it.
- Try not to be defensive and try to relax.

- Be receptive to the other person and demonstrate that you are prepared to listen and accept what they are saying.
- Maintain attention and respond through your own facial expressions or body gestures such as a nod or a smile without interrupting the other person.

Listening is perhaps the most critical element in language and language learning in particular, for it is the key to speaking. In this context, Swindle (1980) suggests some guidelines to effective listening. First, judging what is being said and tries to listen to the speaker's words and at the same time maintaining an open mind and listening closely in order to learn. Last but not least, listening actively and closely is an important element that is perceived as crucial for effective communication.

Listening is an active psychological rather than passive process, which enables to attach meaning to all the received information. It requires concentration and effort. Recently, studies have shown that listening is the most frequent aspect of workplace communication (Adler and Elmhorst, 1999). Other studies have identified that managers spend 65-90% of their working day listening to someone with the percentage of time increasing with level of managerial responsibility (Nichols and Stevens, 1990). Therefore, effective communication is heavily dependent on effective listening as well as speaking.

2.3.2.2. Speaking Skill

Speaking skill is a productive skill that requires to produce words or to express ideas orally. To speak is to utter words, communicate orally, deliver a public talk, utter vocally, or able to use words in speech as a foreign language (Webster, 1983). It is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994). Furthermore, Moris in Novia (2002) states that speaking is the novice means of communication among member of society in expressing their thoughts.

According to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts; that is, its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and surely the purposes for speaking. Further, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary

(linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

Finocchiaro and Brumfit (1983:140) consider speaking as a complex skill which involves the knowledge of sounds, structures, vocabulary as well as culture of the language. They consider that the speaking activity consists of mental and physical acts which are interrelated and which must take place instantaneously and simultaneously. Further, Finocchiaro and Brumfit state:

“the speaker must think of the ideas they wish to express, either initiating in a conversation or responding to a previous speaker, b. Change the tongue in order to articulate the appropriate sounds, c. Be consciously aware of the appropriate functional expressions, as well as of the grammatical, lexical, and cultural features needed to express the idea, d. Be sensitive to any change i.e. change the direction of their thought on the basis of other person's responses.”

Generally, when people use language every day, they focus their attention primarily on the meaning of what they say or hear rather than on its linguistic form. In line with this fact, Nunan (1989) asserts that *“language is seen as a system of rules but also as a dynamic resource for creation of meaning.”* People use language to communicate and express their ideas and feelings to each other. Through time, they will learn more and feel confident about their abilities. *“In speaking, we make conscious decisions about the messages we want to convey, but the lower-level choices of structure and vocabulary occur more or less automatically.”* (Littlewood, 1981).

On the other way round, Wilkin (2001) proposes that the aim of the recent teaching of EFL is speaking achievement. Then, she underlines that speaking skill is the ability of arranging sentences since communication happens through a series of sentences constructing in performing the various behaviour from various societies.

Dealing with the importance of this skill, Stovall (1998) states that language learners need to recognize that speaking involves three areas of knowledge:

- a) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.

- b) Function (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c) Social, culture, and norms (turn-talking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Speaking English can be particularly difficult than the other skills because it happens in real time; that is, the interlocutor is listening and waiting to take his or her own turn to speak. Spoken English is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speaker(s), thinking about one's own contribution, producing its effect, and so on (Lazaraton, 2001: 103). As spoken communication occurs in real time, the opportunities for having time to plan, edit output and revise are limited. Swain (1998: 67) states that "*learners may notice that they do not know how to express precisely the meaning they wish to convey at the very moment of attempting to produce it.*" Through interaction, learners or employees will confront the gaps in their knowledge and communicative skills.

Further, by communicating orally with others in English, employees can experience modified interaction; "*that interaction which is altered in some way (either linguistically or conversationally) to facilitate comprehension of the intended message*" (Doughty and Pica, 1986). Such modifications occur through three types of conversational moves: (a) *clarification requests*, when one interlocutor does not entirely comprehend the meaning and asks for clarification, (b) *confirmation checks*, when the listener believes he or she has understood, but would like to make sure, and (c) *comprehension checks*, in which the speaker wants to be certain that the listener has understood.

According to Beamer and Varner (2001: 51), understanding effective face-to-face communication with non-native speakers in any language takes skill and experience which may help to be more successful by; speaking slowly, avoiding slang and colloquialisms, being careful about jokes and keeping a sense of humor.

Moreover, Himstreet and Maxwell (1982: 397) highlight the following tips to help becoming an effective speaker:

- Be sincere
- Avoid mentioning yourself too often
- Vary your speaking pace.
- Watch the sound of S.
- Watch the time and do not talk over the allotted time.

Matthews (1994: 34-35) suggest that the ability to ask questions is a fundamental skill in discussions and conversations. Questions are useful both to get information and to involve others in a conversation. Thus, it is of great importance to understand the difference between closed questions (ask for specific information so that the answers are limited) and open questions (give chance for people to give more information and to actively involve others in a conversation).

Additionally, Guffey (2003: 493) points out nine techniques for gaining and keeping the audience attention. Among these techniques:

- Eye contact at the beginning
- Questions- keep listeners active and involved in questions
- Movement- leave the lectern area whenever possible and walk around the conference table
- Self- interest-remember that people are most interested in things that benefit them.

It can be concluded that speaking is a crucial part and perhaps the most fundamental skill. As the receptionists speak constantly, they need to examine the processes involved. More broadly, as business becomes more global, more opportunities are offered to speak to an ever-wider range of nationalities and people. When the languages are different, the possibilities for misunderstanding increase creating a communication known as intercultural communication.

2.3.3. Intercultural Communication

In the current globalized world of business, individuals are likely to interact in any of three kinds of communication situations: native speaker to native speaker; native speaker to non-native speaker and non-native speaker to non-native speaker. People have a great

desire to be with people who are similar to themselves. This is because they share the same ways of doing things, the same values and operated by similar rules. However, when people step out of their comfort zone by experiencing other different cultures, either by travelling to another country or by being in contact with foreign people, they will experience new kind of communication known as ‘intercultural communication’.

Today, the world becomes a global village where no nation, group or culture can remain anonymous (Samovar and Porter, 1991). As the world is becoming smaller, interaction with other people from several different cultures is increasing dramatically. While modern technology has made it easier to communicate with people anywhere in the world, both culture and communication have evolved considerably and have become interdependent on one another. Consequently, communication between different cultures becomes a major topic for communication theorists.

Intercultural communication is among the many buzzwords of our times. The term derives from two fundamental definitions. Communication will be considered as the active relationship established between people through language. Intercultural means that this communicative relationship is between people of different cultures. From a linguistic perspective therefore, intercultural communication may be defined as situated communication between individuals or groups of different linguistic and cultural origins.

The term IC is explained differently. For example, Dwyer (1997) briefly defines intercultural communication as “*communication between people living in the same country, but from different cultural backgrounds.*” He states that some aspects of nonverbal communication influenced by culture are tone of voice, rate of speech, facial expressions, body movement and touching. In addition, different cultural groups have different rules for the use of irony, the meaning of yes and no, humor and rules of politeness. Awareness of the different customs, social behaviours and rules in different cultures reduces several barriers.

In the same vein, Pearson et al. (2006: 168) and Jandt (2007: 36) affirm that IC encompasses face to face interactions between individuals who are unlike culturally. According to Wardrobe (2007: 32), “*intercultural communication is a symbolic, transactional, interpretive and contextual process whereby people from different cultures negotiate, at varying levels of awareness, shared meanings.*” What distinguishes IC from

other types of communication is interacting with people from different cultures; that is, people perceived as different (Gudykunst & Nishida, 1989). The increase in low-cost and easy travel allows for the increase in intercultural contact. Another source of intercultural diversity contact is the growing cultural diversity within the different countries and nations. Alberts et al. (2007: 173) confirm that increased knowledge and expertise in intercultural communication improves business efficiency, inter-group relations and self-awareness.

To sum up, intercultural communication is of utmost importance to every person in society, especially international organisations. Individuals from different cultures bring different perceptions, values and languages to the workplace. As the chances for contacts with people from other cultures have increased dramatically with changes in the workplace, intercultural communication becomes more challenging as a result of several barriers.

2.3.3.1. Barriers to Intercultural Communication

During the process of communication, cultural diversity may become an obstacle to communication resulting in misunderstanding, conflicts and even embarrassment among people with different cultures. This is known as the barriers to intercultural communication. In line with this fact, Guirdham (2001: 805) states that “*cultural differences affect intercultural encounters usually by leading to a misunderstanding or conflict at both the individual and the group level.*” She adds that culture creates differing expectations and differing styles or patterns of speech. Ultimately, it is obvious that intercultural communication barriers cause miscommunication. LaRay M. Barna (1997) has developed a list of six barriers:

Anxiety: The first barrier is high anxiety and it happens when a person feels inconvenient when he or she does not know how to behave in some situations. It is often replaced by the term stress. Anxiety tends to be high when interacting with individuals never met before. The result is becoming reluctant to communicate and therefore the communication transaction fails. It is pointed out that anxiety in intercultural communication generally decreases over time in interpersonal and intergroup encounters as individuals get to know each other as LaRay M. Barna points out “*the more contacts we had and the more positive they were, the less anxiety we feel.*”

Assuming Similarity Instead of Difference: It occurs when a person thinks that he or she knows someone else's perceptions, attitudes, values as well as judgments because they assume that others are like them. Samavor and Porter (2004) state that *“due to seeking similarities, people try to exclude others who possess cultural distinctiveness.”* Thus, misunderstandings in intercultural communication may appear also when assuming that there are sufficient similarities among people living all over the world. Based on the assumed similarity, one often acts ineffectively and inappropriately in intercultural situations which can be troublesome both for the foreigner and for the locals.

Ethnocentrism: It is a belief in the centrality of one's own culture. Jandt (2004) indicates that ethnocentrism is a great problem in intercultural communication because *“this belief leads people to think that their own culture is superior to that of others and judge others by the standards of their own culture.”* More precisely, Said (1978) has depicted this term by describing the ways in which the West has polarized East and West so that the West possesses positive characteristics (strength, activity, reliability) whereas the East is depicted as having opposing characteristics (fragility, passivity, wily unreliability). Ethnocentrism is a problem which hinders effective intercultural communication and deters people with ethnocentrism mentality from understanding the cultural differences of others.

Stereotyping: According to Locke and Johnston (2001: 109), *“stereotypes exist because they offer the individual a shorthand way of engaging with and understanding the world around them”*. As the definitions suggest, stereotypes are made up of bits and pieces of information that we store and use to make sense of what goes on around and they can be either positive or negative. Stereotypes are problematic because they are oversimplified, and overgeneralized. Consequently, to communicate effectively across cultural boundaries, communicators must put stereotypes and assumptions aside.

Prejudice: For Lastig and Koester (1999: 153), *“prejudice refers to negative attitudes towards other people that are based on faulty and inflexible stereotypes.”* It is generally referred to as the unfair or intolerant attitudes or opinions towards another person or group simply because they belong to a specific religion, race, nationality, or another group. As an extreme and intentional form of barriers, prejudice impedes intercultural communication as

it involves the unfavorable treatment and/or denial of equal treatment of individuals or groups because of race, gender, religion, ethnicity or disability.

Language: Among the most obvious barriers to intercultural communication is language. When people do not share a common language, there will be the possibility of misunderstandings occurring between people. On the other hand, sharing a common language does not always guarantee understanding. Even speakers of the same language do not have exactly the same understanding of the meanings of words. Among the ways in which language can be a barrier to intercultural communication are problems of vocabulary equivalence, idiomatic equivalence, experiential equivalence and conceptual equivalence (Jandt, 2001). Apart from the obvious fact that non-native speakers of English will not have the same linguistic variations and understandings of the language as natives, there are also culture bound cues, for instance, what ways are appropriate for starting a conversation or when a person can be involved in a conversation and has the right to speak.

Nonverbal Communication: It is evidently one of the biggest obstacles when it comes to intercultural communication. It is understood as the process of communication in which wordless messages are sent and received. People from different cultures have different nonverbal communication styles and what has been adopted by one culture have certain meanings to the members of that particular culture which is interpreted through their cultural frame of reference. As an example, turn-taking in a conversation is a form of non-verbal communication because it is very rare in a conversation for someone to actually tell in words when it is our turn and how long we have to speak. All in all, forms of nonverbal communication can easily be misinterpreted as the meanings which are attached to all these things differ from one culture to another. Thus, success in business life does not only depend on professional knowledge, which is of course important and fundamental for a successful career but also on the ability to ‘interpret’ gestures, body language and behavior to react adequately.

To recapitulate, in today’s competitive global economy, frequent cross-border movements of employees occur resulting in a growing diversity at the workplace. Communicating with people who have different cultural backgrounds may induce more breakdowns than harmony due to significant dissimilarities between the cultures. For better

communication with foreigners, employees have to be aware of intercultural communication relate issues by exploring effective ways of avoiding communication failure. Coping with the cultural differences is one of the ways to reduce anxiety for effective intercultural communication competence.

2.3.3.2. Intercultural Communication Competence (ICC)

Due to the fact that this study attempts to examine how effectively receptionists in the Royal Hotel industry communicate with guests from different cultures, the literature of intercultural communication competence (ICC) is reviewed. ICC has been a major part of intercultural communication research (Wiseman, 2002). General definition of the word competence is *“the state or quality of being adequately or well qualified, specific range of skills, knowledge or ability.”* In the work environment, the competence of a person is judged by his or her ability to perform effectively the required task (Klemp, 1979).

Nowadays, intercultural communicative competence plays an important role as a new dimension. Seelye (1994) notes that *“the concept of intercultural communicative competence is relatively new, interdisciplinary in nature and so widely used”*. This term may be referred to as: multicultural competence, international competence or global competence. Contact with other cultures and being able to read cultural codes offers more commonly positive results and important opportunity to enhance the development of this kind of competence. Through the interaction with others who are different linguistically and culturally, different individuals will bring different goals and motivations to the intercultural experience that result in varying levels of competence. It is important to know that awareness is critical and central to intercultural development.

Communication researchers who examine ICC tend to define the competent individual as having a particular set of personal characteristics (McCroskey, 1982). This person is able to establish an interpersonal relationship with a foreign national through an effective exchange of both verbal and non-verbal levels of behaviour (Dinges, 1983). Further, Wiseman (2002: 209) states that competent communication consists of behaviours that are effective and appropriate. When engaging in effective communication, people are able to achieve their personal goals through that communication. Further, he suggests that appropriate communication entails the use of messages that are expected in a given contexts and actions that meet the expectations and demands of the situation. This implies that

appropriate communication occurs when the communicators acknowledge rules, etiquettes and manners required in different contexts. Based on these facts, ICC is effective and appropriate communication occurs when encountering people from different cultures.

ICC does not occur naturally to human beings; however, it must be gained through consistent and conscious attempts in intercultural communication (Wiseman, 2002). The elements that people have to possess in order to become competent communicators are knowledge, motivation and skills as Spitzberg (1991) mentions. However, Wiseman (2002) affirms that the possession of these elements do not necessarily result in competent communication. Such skills are more likely to enhance people's adaptability to different context of communication which results in an impression of competence. Wiseman elaborates each element as follows:

- **Knowledge:** It refers to our awareness of understanding of requisite information and actions to be competent. It includes cultural aspects such as rules of language and communication.
- **Motivation:** It refers to the set of intentions, feelings and needs associated with anticipation of actual engagement in intercultural communication (p.211). It includes both positive and negative perceptions, "*attraction, ethnocentrism, anxiety, perceived social distance and prejudice*" (ibid: 211).
- **Skills:** It refers to the actual performance of the behaviours felt to be effective and appropriate in the communication context. It suggested that the element of skills includes "*behaviours that reflect the ability to communicate in a flexible, adaptive and supportive manner.*" (ibid).

In the light of these definitions, facts and opinions, it can be said that intercultural communication competence entails not only knowledge of the culture and language, but also affective and behavioral skills such as empathy, human warmth, charisma and the ability to manage anxiety and uncertainty by being motivated. Thus, these elements are intertwined and ICC will be affected when one of them is lacking.

To conclude, communicative proficiency, sociolinguistic competence, and intercultural communicative competence are the main trends of communicative competence. To be competent, a set of competency skills must be displayed. To assess the

employees or learners' communicative competence, an emphasis must be put on what skills the students or employees need by conducting a process called needs analysis or needs assessment.

2.4. Needs Analysis

Needs analysis is a fundamental and complex process which has to take into account in any ESP course. The role of needs analysis is indisputable as it has traditionally been a pillar of ESP course design. To define the specific sets of skills and communicative practices that a particular group of learners or employees need is extremely central to ESP. Thus, NA is the first step in course design that aims to identify as closely as possible the needs of a particular group in specific field of study through the medium of English.

2.4.1. Background of Needs Analysis

Meeting the needs of learners, workers or clients have become a vital requirement for real success. In response to these demands, needs analysis has eventually become a mainstay in course design and teaching specifically in recent times. West (1997: 68) provides a brief overview of the origin of needs analysis. According to his article, the term was first introduced in 1920 as a medium for determining the needs of the general language learners, who studied English simply for the sake of knowing English. As a result, it did not seem very relevant to ESP at that time and what is meant by NA has also gradually changed.

The term re-emerged during the 1970's through the intensive studies conducted by the Council of Europe Modern Languages Project. It primarily concentrates on analysis of the use of target language in specific situations. Its return is closely associated with the emergence of ESP in the 1970s. Furthermore, as a research field, the ESP movement in the 1970s espoused needs analysis as its guiding principle. Hutchinson and Waters (1987) sum up the spirit of the period when they describe Munby's (1978) Communication Needs Processor as "*a watershed and a coming of age for ESP.*" Thus, NA began along with the development of the communicative approach and has gone through multiple developments and stages in the 1970s and 1980s.

Various Stages of Needs Analysis				
Stage	Period	Focus	Scope of analysis	Examples
1.	Early 1970s	EOP	Target situation Analysis	Richterich,1970/1980 Stuart & Lee,1972/85
2.	Later 1970s	EAP	Target situation analysis	Jordan& Mackay,1973 Mackay,1978
3.	1980s	ESP and general language teaching	Target situation analysis Deficiency analysis Strategy analysis Means analysis Language audits	Tarole & Yule,1989 Allwright 1977 Allwright,1982 Holliday & Crooke,1982 Pilbcam,1979
4.	1990s	ESP	Integrated/computer based analysis Material selection	Jones,1991 Nelson,1993

Table 2.1: Various Stages of Needs Analysis (West, 1997)

2.4.2. The Models of Needs Analysis

In the past three decades, multiple models of needs analysis have been suggested and implemented to analyze the needs of a particular group; so that, it would be easier to produce a more efficient syllabus for the students or employees.

2.4.2.1. Communicative Needs Processor (CNP)

In the field of needs analysis, the work of Munby's Communicative Needs Processor (1978) is the most well-known model to the fact that it has become "*an unavoidable reference point*" (Tudor, 1996: 66). Munby presents detailed set of procedures for discovering target situation needs. His model is highly workable as an effective model for defining the content of purpose-specific language programs. Within this model, a profile of

communication needs is presented, comprised of communicative events (e.g. discussing everyday tasks and duties), purposive domain (e.g. educational), medium (e.g. spoken), channel of communication (e.g. face-to-face), subject content and level of English ability required for the communication. Then, the communication needs are developed into a specific syllabus. Thus, this model can be used to specify valid target situations. Furthermore, teachers of English, especially those concerned with the teaching of ESP, highly use this approach to the analysis of needs and follow the model for specifying communicative competence. According to Hutchinson and Waters (1987: 54):

“With the development of the CNP, it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided; the entire course designers had to do was to operate it.”

Although Munby’s target-situation analysis work (1978) is a landmark in the history of ESP, he has been criticized bitterly by linguists. Consequently, several models and approaches to needs analysis appear to consider learners’ present needs or wants: deficiency analysis, strategy analysis, means analysis, language audits.....etc.

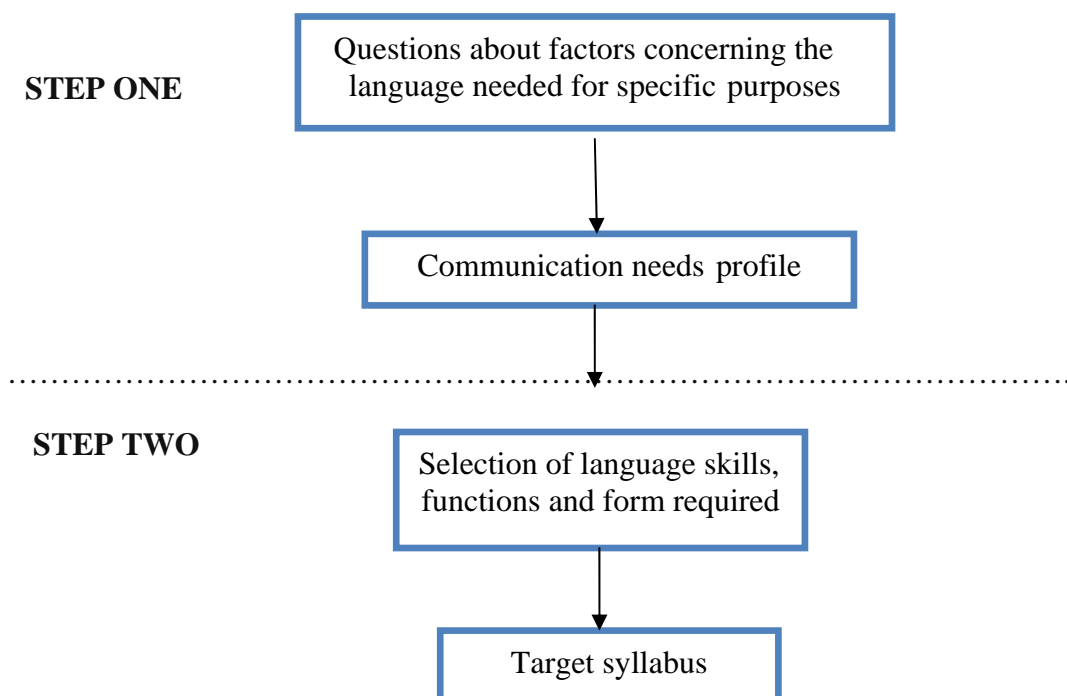


Figure 2.2: The Munby Processing Model (1978)

2.4.2.2. Deficiency Analysis

It is also known as present situation analysis (PSA) or lacks analysis supposed to be a complement to target situation analysis (Robinson, 1991). If target situation analysis model aims to find as thoroughly as possible what the learners need to know in order to function effectively in the target situation at the end of any course, deficiency analysis therefore tries to identify what they are like at the beginning of it so that the sources of information are the students themselves.

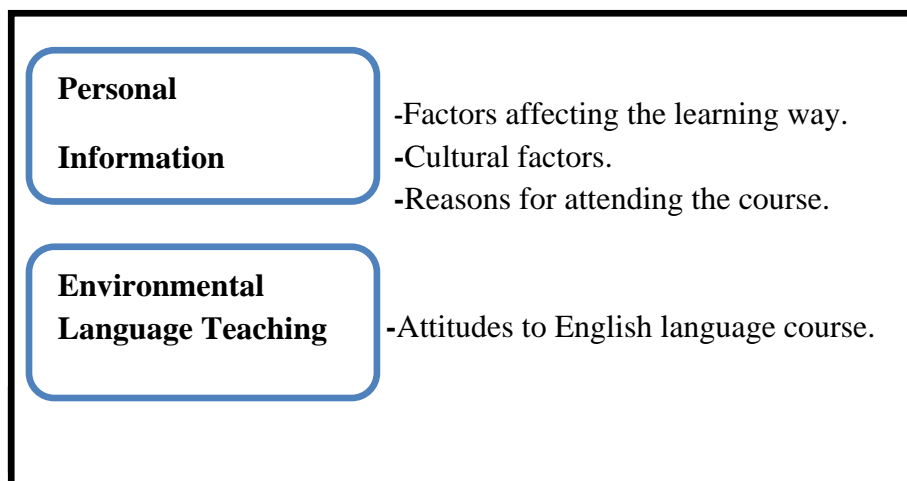


Figure 2.3: Aspects of Present Situation Analysis (Basturkmen, 2010)

According to Allwright (1982), the approaches that are concerned with learners' present needs or wants may be called analysis of learners' deficiencies or lacks. It keeps learning needs in mind from the beginning. This model may provide data about language skills, mastery of general English as well as learning strategies.

2.4.2.3. Learning Needs Analysis (Strategy Analysis)

From the name, it is apparent that this type of NA deals with the strategies that learners employ in order to learn another language. It attempts to establish how the learners wish to learn rather than what they need to learn (West, 1998). As it was discussed earlier, TSA and PSA do not deal with the learners' views of learning. Within this field, Allwright (1982) was the first to make a distinction between *needs* (the skills which a student sees as being relevant to himself or herself), *wants* (those needs on which students put a high priority in the available and limited time), and *lacks* (the difference between the student's present competence and the desired competence). Furthermore, Hutchinson & Waters

(1987) suggest that the needs of learner are approached from two directions: target needs and learning needs. Target needs are defined as “*what the learner needs to do in the target situation.*” These target needs are also divided into three categories: necessities, lacks and wants.

Necessities are considered to be “*what the learner has to know in order to function effectively in the target situation.*” (p. 55). Lacks are defined as “*the gaps between what the learner knows and the necessities.*” (p. 56). Wants are described as “*what the learners think they need*”.

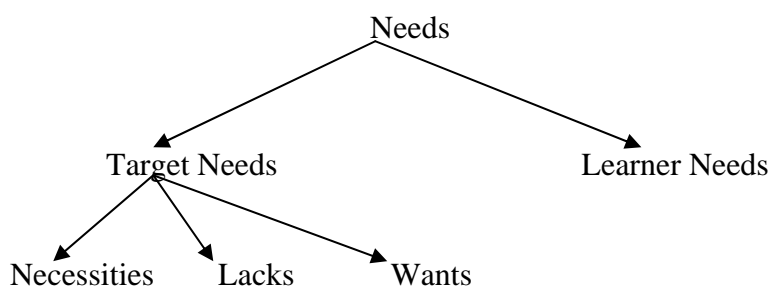


Figure 2.4: Hutchinson & Waters’ Dimensions of Needs (1978)

2.4.2.4. Means Analysis or Constraints Analysis

As it was discussed earlier, Munby’s communicative needs processor model was criticised in terms of four headings: complexity, learner-centeredness, constraints and language. Consequently, means analysis appears as a new approach to NA attempting to investigate the considerations that Munby’s model excludes (West, 1998). Dudley-Evans and St. John (1998: 125) suggest that means analysis provides “*information about the environment in which the course will be run*” and therefore attempts to be integrated in ESP course.

2.4.2.5. Pedagogic Needs Analysis

Last but not least, ‘pedagogic needs analysis’ was suggested by West (1998) as an umbrella term to cover deficiency analysis, strategy analysis and means analysis. West indicates that the main shortcoming of target NA which is collecting data about the learner rather than from the learner should be compensated by collecting data about the learner and the learning environment through the use of different instruments.

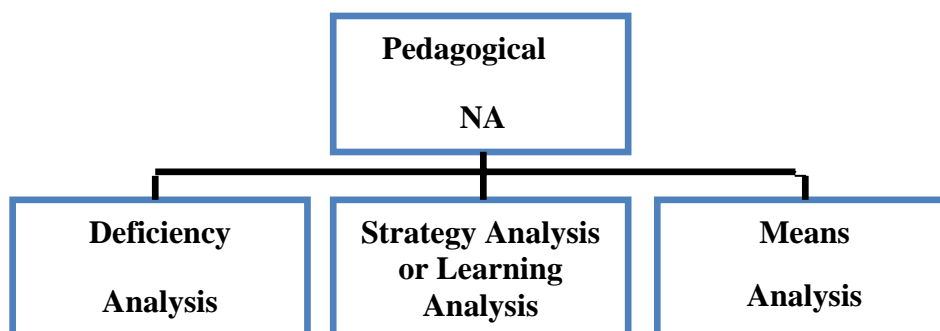


Figure 2.5: Pedagogical Needs Analysis Model.

Today, there is an awareness of the fact that different types of needs analyses are not exclusive but complementary and that each of them provides a piece to complete the next model of NA.

2.4.3. Instrumentation in Needs Analysis

In the area of English for Specific Purposes (ESP), NA is a systematic process of collecting information on learners' needs because different learners are believed to have specific language needs. As a matter of fact, needs analysis should be conducted in order to attain a complete description of the language needs of learners. To conduct such analysis, a family of procedures and instruments are needed for gathering information. According to (Dudley-Evans and St. John, 1998), the main instruments that can be used in gathering data for NA are questionnaire, structured interviews observations. None of these instruments should stand alone. Therefore, triangulation is extremely needed and the main instrumentation in gathering data are as follows:

2.4.3.1. Questionnaires: They are the most common and efficient instrument of needs analysis compared to other procedures. Many types of questionnaires have been designed to determine learners' needs consisting of a list of topics, professional skills or language and literacy uses. They tend to be more structured than interview schedules and can be administered by phone, mail and can be also hand-delivered to respondents and collected after they have been completed. Questionnaires are helpful in gathering information on a large scale because they save both money and time if they are used appropriately.

2.4.3.2. Interviews: In conducting the NA, the use of interviews can be very effective as they are a face to face approach and their responses can be explored in depth. Interviews allow open-ended explorations of topics, eliciting responses, clarifying vague statements, observing the nonverbal behaviour and at the same time ask for more clarifications from a single person (interviewee) through a format that may range from structured to semi-structured to unstructured. Good interviewing consists of two key skills: asking appropriate questions and active listening. They can be addressed for non-native speakers or those who might have difficulty with the wording of written questions, however, interviews can be time consuming.

2.4.3.3. Group Discussions: They are similar to single interviews but involve two or more interviewees at a time rather than one. It may have no time constraints or structured order so that a leader or facilitator is almost always helpful in ensuring an effective discussion about a range of topics and to make sure that everyone gets a chance to speak. Otherwise, the discussion tends to become influenced by one or two dominant people.

2.4.3.4. Meetings: Meetings are a good source of information that gives the target population a chance to express their opinions and react to others. Thus, the researcher can gather large amount of data at one time. However, organizing the meeting takes time and definitely need to have a draw to get people to attend in the form of incentives.

2.4.3.5. Observations: What could be quite fruitful and seems realistic is the observation of employees at the workplace through the use and the record of what is being seen and heard to shape a clear image of a situation or a problem. This require that the observer devotes attention to the behaviour of an individual or group in a natural setting through visiting the target place, watching situations and interactions among employees and recording the findings as a helpful result. The main disadvantage of this instrument is that the obtained information is imprecise and sometimes artificial because people usually perform better when they know they are being observed.

2.4.3.6. Document Review: This tool is a good source of background information that may not be directly observable and cannot be noted in any other way or by other means. Such information can be found in document form, as reports, historical accounts, letters, and records. Before new data is collected, an overall check should be made of what

is already available. Though the existing information could save time and money later, it may be disorganised, inapplicable, unavailable or out of date.

2.4.3.7. Case Studies: A detailed analysis of a person or a group as a model is a powerful way of portraying a specific image to outsiders. They fully depict people's experience in program input, industry, process, and results. Though a case study involves detailed, holistic investigation and produce large amount of data for analysis, it cannot be generalized.

2.4.4. Needs Analysis in the Realm of ESP

Needs analysis has a vital role in the process of designing and carrying out any language course, whether it be English for Specific Purposes (ESP) or General English course (GE), and its centrality has been acknowledged by several scholars and authors. The idea of focusing on learners' needs originated in the 1970s resulting from the interest in the design of language courses that could satisfy individual and social needs (Palacios Martínez, 1992: 135). It becomes the key stage in ESP and its development evolves in association with the teaching of Languages for Specific Purposes. According to Robinson (1991: 7), *"NA is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it."*

Moreover, Hutchinson and Waters (1987: 53) argue that any language course should be based on NA as it is fundamental to course design. For West (1994), language needs analysis is essentially a pragmatic activity focused on specific situations, although grounded in general theories such as the nature of language and curriculum. Therefore, in the ESP context, needs analysis is crucial in determining the aspects of language that are crucial for a particular area of teaching. In line with these definitions, Dudley-Evans and St John (1998: 126) stress three aspects of needs analysis. They state that:

"First, needs analysis aims to know learners as people, as language users and as language learners. Second, needs analysis study also aims to know how language learning and skills learning can be maximized for a given learner group. Third, needs analysis study aims to know the target situations and learning environment so that data can appropriately be interpreted."

In this respect, Robinson (1991: 8) suggests that NA is not just for determining the “*what and how of a language of teaching.*” He also suggests that NA study should be repeated so that it can be built into the formative process. This would lead to rich database of the views and opinions of learners, subject-specialists and above all ESP practitioners about English language. The main sources for needs analysis are the learners, people working or studying in the field, clients, employers or ESP researchers. Clearly, being aware of the needs of the learners influences not only the content of the language course but also what potential can be exploited through such course.

Furthermore, the main role of ESP is to prepare learners to use English within academic, professional, or workplace environments and the ESP course is based on the analysis of learners’ needs. Hence the task of ESP course is to identify learners’ needs and design a course around them. Obviously, the role of NA in any ESP course is indisputable. According to Johns (1991), NA is the crucial first step to designing and developing a language course, producing materials for teaching and learning, developing language test, and providing validity and relevancy for all course design activities. That is why most of scholars emphasise the primacy of NA in designing a language course.

Although many ESP researchers point out that NA is the corner stone of ESP, it is by all means not unique to language teaching. NA is also the essence of training programs. All in all, NA is an inseparable part of any ESP program and should not only be considered as a pre-stage for the design of language courses; in fact, it is an on-going process and as evaluation, it can be used to design, improve and implement language programs.

2.5. Conclusion

This chapter is a theoretical part of the case under study. It has tried to shed light on the key concepts used in this work. A special focus goes on explaining the linguistic factors that have negative impact on the success of communication. In order to attract clients and encourage their return to the hotel industry, English language communicative skills at the front desk office is absolutely needed. Needs analysis is therefore essential to identify the receptionists’ needs. Consequently, the next chapter will present the data received from the questionnaires and the interview to figure out the overall English language needs of the receptionists.

CHAPTER THREE

Chapter Three

Needs Analysis

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Chapter Three

NEEDS ANALYSIS

3.1. Introduction

This chapter presents and analyses the collected data from the sample population of the study. Each finding is based on the data obtained from the returned questionnaires and the interview. The overall English language needs of the receptionists, divided into quantitative and qualitative needs, are presented. Further, the research questions formulated in chapter one serve as the framework for the presentation of the findings. First, the findings of the questionnaires are described in details with tables presenting the rating of the participants in the form of frequency, percentage, mean and meaning of the rating. Thereafter, the qualitative results are reported in a descriptive manner under the major themes that have emerged from the interview. In sum, the current chapter tries to provide answers to the questions that lie at the heart of the investigation.

3.2. Analysis of Receptionists' Questionnaire

This main part of the current study has been, therefore, reserved to the discussion and interpretation of the findings presented, here, in the form of tables. Further, to answer the first three questions and to test the first two hypotheses, a questionnaire with the receptionists in Royal Hotel was done. The information accumulated from the receptionists' questionnaire will help the researcher to determine receptionists' needs and to have a clear idea about the target situation.

It should be noted that the researcher submitted the questionnaire written in two languages: English and Arabic; the first observation that was highlighted is that all the receptionists responded in Arabic, except one of them who was able to answer in English.

Therefore, the first part presents general information about the 35 employees who have completed the questionnaire. It is composed of three items. It includes: gender, level of education and their duration of work in the hotel.

3.2.1. Part 01: Background Information

All the general data obtained from the questionnaire have been analysed using percentages and are presented in tables.

Gender	Frequency	Percent %
Male	15	42, 86%
Female	20	57, 14%
Total	35	100%

Table 3.1: Gender

Table 3.1 shows the total number of the participants working in Royal hotel is 35; (57, 14%) of them are females, whereas (42, 86%) are males.

The hotel receptionists have been regrouped into four educational categories as shown in table 3.2 below:

Educational background	Frequency	Percent%
Secondary school	04	11,42%
Vocational school	10	14,29%
Bachelor's degree	19	54,28%
Higher than bachelor's degree	02	5,71%

Table 3.2: Educational Level

In regard to their educational background, all participants are from literary streams and their license degrees vary: French, law, history..etc. Only two respondents have a scientific educational background. In fact, most of the participants (54, 28%) have obtained bachelor's degree as the focal criteria of selecting requires the employees who have finished the bachelor's degree. On the other hand, (14, 29%) have finished their studies at a vocational school. (11, 42%) have an upper secondary school certificate. Only (5, 71 %) took a postgraduate degree. They all indicate that the language they often use in their communication is the French language; English is used only when the clients do not understand any other language except English.

Concerning the duration of work, it is worth noting that the majority of the respondents are relatively new as shown in table 3.3:

Duration of work in the hotel	Frequency	Percent%
Less than 1 year	05	14,29%
1-5 years	12	34,28%
6-10 years	10	28,57%
Over 10 years	08	22,85%
Total	35	100%

Table 3.3: Duration of Work

Table 3.3 reveals that the majority of the participants (34, 28%) have worked for 1-5 years while (14, 29%) of them have been working for less than one year. The findings also show that (28, 57%) of receptionists have been working for 6-10 years, while only (22, 85%) have spent more than 10 years of experience in Royal Hotel but less than 20 years. According to McDonald and Sager (1975), the identification of needs depends on the level and experience of the workers. If the workers are already trained in their occupation, their motivation is strong; they know what they need, and what it is for. It can be concluded that Royal Hotel's receptionists are familiar with their job operations so that they can identify their needs and problems in English language.

3.2.2. Part 02: Results of the First Research Question

The primary results of the questionnaire provide answers to the first research question along with its sub-questions. Through the use of tables, an overview of the first research question is presented. "To which extent is English Language used and needed in the careers of the receptionists in Royal Hotel?"

English Language	Frequency	Percent%
Important	33	94,29%
Not important	02	5,71%
Total	35	100

Table 3.4: The Importance of English Language

In regard to the first sub-question of the questionnaire, the participants have been asked to provide a percentage about the importance of English language at the workplace as shown in table 3.4. Nearly all of the participants (94, 29%) have thought that English language is important in their present occupation. They have asserted their great need to master this language as it is the world language.

Frequency of using English in the job	Frequency	Percent%
Regularly	17	48.57%
Sometimes	12	34,29%
Never	05	14,29%
Seldom	01	2.85%
Total	35	100%

Table 3.5: The Frequency of Using English

Accordingly, table 3.5 demonstrates that most of the receptionists (48, 57%) use English in their job regularly. (34, 29%) sometimes use English. The findings have also revealed that (14, 29%) use English language occasionally, while only (2, 86%) use it rarely in their current job.

Foreign clients	Frequency	Percent%
Use	33	94,29%
Not use	02	5,71%
Total	35	100%

Table 3.6: People with whom they usually used English

Furthermore, table 3.6 demonstrates that people with whom the receptionists usually use English are only and mainly foreign clients (94, 29%). However, the answers of the informants varied, each one of them has advanced differently the cases in which he/she is confronted to the use of English.

Finally, the participants are asked how important it is to have a high level of English proficiency to perform the job effectively when dealing with clients. The purpose of this question is to compare their results with the previous results to determine the use of English language at the workplace.

Level of English proficiency	Frequency	Percent%
Beginner	18	51,43%
Elementary	16	45,71%
Advanced	01	2,86%
Total	35	100%

Table 3.7: Level of English Proficiency

All the respondents have reported that it is of great importance to have a certain proficiency in English especially in speaking and listening to perform the job effectively. As shown on table 3.7 above, it can be noted that the majority of Royal Hotel' receptionists (51, 41 %) have thought their level of English is around beginner, (45, 71 %) have reported that their level is elementary. Only (2, 86%) are confident that their level of English is advanced. It should be noted that more than half of the receptionists evaluate their level in English as weak, while (45,71%) consider themselves having an average level. However, all of them have indicated that they frequently experience misunderstanding with foreign clients.

It is pretty obvious from the primary results that there is an agreement among all respondents that English language is used extensively at the workplace and the data have indicated that Royal Hotel's receptionists in all fields use English language widely and all of them therefore need a high command of this international language to perform their job effectively.

3.2.3. Part 03: Results of the Second Research Question

The second part of the questionnaire provides answers to the second research question along with its sub-questions. "Which level of reading, writing, listening and speaking skills of English language is required at the workplace and for performing what kind of activities?" The first sub-question seeks information about which of the language skills (reading, writing, listening and speaking) is more useful and emphasised at the workplace. Furthermore, four sub-questions are concerned with listening skill, speaking skill, reading skill and writing skill respectively. The respondents are asked about the level of proficiency of each skill that will enable them to perform their job effectively. These four questions

about language skills implement a Likert scale with the following values “*excellent level*,” “*good level*,” “*satisfactory level*”, and “*N/A*.”

Level	Frequency	Percent %
Excellent Level	23	65,71%
Good Level	7	20%
Satisfactory Level	5	14,29%
N/A	0	0%
Total	35	100%

Table 3.8: The Required Level of Proficiency in Listening Skill

Table 3.8 is concerned with listening skill. (65, 71%) of the respondents have indicated that they need an excellent level of listening skill to perform their job effectively. Many others have reported that they need a good level of listening skill (7 respondents, 20%). The rest of the respondents (14, 29%) have stated that a satisfactory level is required. On the other hand, no one has pointed out that listening skill is not required. The next table (3.9) is concerned with speaking skill.

Level	Frequency	Percent %
Excellent Level	28	80%
Good Level	5	14,29%
Satisfactory Level	2	5,71%
N/A	0	0%
Total	35	100%

Table 3.9: The Required Level of Proficiency in Speaking Skill

(80%) of the respondents have indicated that they need an excellent level of speaking skill to perform their job effectively. (14, 29%) have pointed out that a good level is needed. The rest of the respondents have indicated that a satisfactory level is required (5, 71%) and no one of the respondents has reported that English speaking skill is not required.

From the primary results, it is obvious that listening and speaking skills are the most important skills that the receptionists need to perform their job effectively and appropriately.

Level	Frequency	Percent %
Excellent Level	0	0%
Good Level	4	11,43%
Satisfactory Level	13	37,15%
N/A	18	51,42%
Total	35	100%

Table 3.10: the Required Level of Proficiency in Reading Skill

Table 3.10 shows that no one has reported that an excellent level of reading skill is needed to perform the job effectively. Only 4 respondents have indicated that a good level is needed. On the other hand, many respondents have agreed that a satisfactory level is required (37, 57%). The rest of the respondents have reported that this skill is not required at all (51, 42%). The last table is concerned with writing skill.

Level	Frequency	Percent %
Excellent Level	0	0%
Good Level	3	8,58%
Satisfactory Level	10	28,57%
N/A	22	62,85%
Total	35	100%

Table 3.11: the Required Level of Proficiency in Writing Skill

For the second time, no one of the participants has reported that they need an excellent level of writing skill to perform their job effectively and only (8, 58%) have indicated that a good level is needed. (28, 57%) have reported that a satisfactory level is required. Finally, most of the respondents have stated that this skill is not required to perform the job effectively (62, 85%).

Overall, the primary results show that the majority of participants believe that an excellent level of speaking skill (80%) and listening with (65, 71%) is highly required to perform the job effectively. On the other hand, reading skill (51, 42%) is most frequently ranked as the skill that is not required to perform the job. Writing skill is very close to

reading with (62, 84%). These results indicate that a high command of English is needed especially in listening and speaking areas. Thus, Royal Hotel's receptionists strongly need to improve their English proficiency in order to communicate more fluently with foreign clients.

3.2.4. Part 04: Results of the Third Research Question

The following results provide answers to the third research question, "What are the present needs of Royal Hotel' receptionists in using English skills in their job? The first section reports the participants' feelings about the necessity of English language skills: listening, speaking, reading and writing. The results of this part are presented in the form of mean (X) and the level of each response.

Necessity of English Language Skills	Mean	Meaning
Listening	4.8	Very necessary
Speaking	4.9	Essential
Reading	1.94	Fairly necessary
Writing	2	Fairly necessary
Total	3.41	Very necessary

Table 3.12: Necessity of English Language Communicative Skills

As can be seen from table 3.12, the participants have reported that using English language skills is highly needed in their job (total $x = 3.41$), particularly speaking (4.9) and listening (4.8) which have been rated highly necessary for Royal Hotel's receptionists. Whereas reading (1.94) and writing (2) are fairly necessary to them. The second section is about the difficulty of using English language communicative skills.

Difficulty of English language Skills	Mean	Meaning
Listening	4.60	Very difficult
Speaking	4.91	Very difficult
Reading	2.6	Not very difficult
Writing	3.6	Difficult
Total	3.92	Difficult

Table 3.13: The Difficulties with English language Communicative Skills

From table 3.13, English language communicative skills are seen as difficult skills (3.92). The receptionists have reported that most of English language communicative skills, listening (4.60) and speaking (4.91) are very difficult for them. On the other hand, reading is not very difficult (2.6). Finally, writing skill is considered to be a difficult skill (3.6).

As the following section is concerned with the present needs of Royal Hotel's receptionists for the usage of English language communicative skills, the questions are divided into four main domains of language skills: listening, speaking, reading and writing. Each of these domains has included sub-items asking about various functions.

Needs of Listening	Mean	Meaning
Face to face conversations	4.8	Most
Telephone conversations	4.5	Most
Reservation details	4.36	A lot
Understanding what clients want	4.2	Most
Getting personal details of clients	3.46	A lot
Total	4.26	Most

Table 3.14: The Needs of English Listening Skills in Royal Hotel

As illustrated on table 3.14, the total mean of listening skill (4.26) has suggested that Royal Hotel's receptionists need to listen to English in their daily job most. In particular, they strongly need to listen to face to face conversations (4.8), to listen to telephone conversations (4.5), to listen to reservation details (4.36), and to understand what clients want (4.2). However, they have less need to listen to personal details of clients (3.46). The next table is devoted for the main skills and various functions that Royal Hotel's receptionists need when they speak English language with foreign clients.

As can be seen from table 3.15, the participants need to speak English significantly in their routine jobs (total 4.21). Highly significant needs have included conducting face to face conversations with clients (4.9), to conduct telephone conversations with clients (4.8), giving clients directions (4.46), and to take reservations (4.37). In addition, the receptionists have considered that it is also important to be able to make long distance calls for clients (4.3), to suggest travel information such as tourist attractions (3.95), take reservations and to give details about transportation such as air and bus travels (4.09), to provide information

about travel plans such as tour programs (3.5), and to give details about transportation (3.56). On the other hand, the receptionists need to negotiate for mutual understanding is not very high (3.46).

Needs of Speaking	Mean	Meaning
Conducting face to face conversations with clients	4.8	Most
Conducting telephone conversations with clients	4.9	Most
Providing information about travel plans	3.5	A lot
Taking reservations	4.37	Most
Negotiating for mutual understanding	3.46	A lot
Giving clients directions	4.46	Most
Explaining pricing	4.8	Most
Suggesting travel information	3.95	A lot
Giving details about transportation	3.56	A lot
Making long distance calls for clients	4.3	Most
Total	4.21	Most

Table 3.15: The Needs of English Speaking Skills in Royal Hotel

Obviously, all participants have asserted the necessity of the English language in their work. They express strong desire to be fluent in that language and to be able to communicate successfully.

Needs of Reading	Mean	Meaning
Written documents related to the tourism industry	3.40	Moderate
News related to tourism	3.18	Moderate
Getting detailed information of tourist documents	3.52	A lot
Information from the Internet, E-mails	3.96	A lot
Business letters	3.52	A lot
Total	3.51	A lot

Table 3.16: The Needs of English Reading Skills in Royal Hotel

As shown in table 3.16, the receptionists totally need the following English reading skills in their routine jobs (total X= 3.51). They have high needs in reading information

from the internet and E-mails (3.96). Interestingly, they have the same needs in getting detailed information of tourist documents and reading business letters (3.52), reading written documents related to the tourism industry (3.40). Finally, they have less needs to read news related to tourism (3.18).

Needs of Writing	Mean	Meaning
Business letters in appropriate formats	3.9	A lot
Faxes in a proper format	3.9	A lot
Texts for giving information	3.36	Moderate
Travel timetables	3.73	A lot
Travel plans	3.8	A lot
E-mails	4.11	A lot
Advertisements	3.05	Moderate
Total	3.69	A lot

Table 3.17: The Needs of English Writing Skills in Royal Hotel

Similarly, table 3.17 shows that Royal Hotel's receptionists need to use writing skills to some extent in their routine jobs, as seen from the total score (total X= 3.69). They need to use the skill in writing e-mails (4.11), producing business letters in appropriate formats and producing faxes in a proper format(3.90), writing travel plans (3.8), and to write travel timetables (3.73). However, some functions of writing such as writing texts for giving information and writing advertisements are not significant to the participants, accounting for 3.36 and 3.05 respectively.

To sum up, the results have revealed that there is a growing increase for the need of English especially where oral skills being in use with clients. It is noticeable that all participants are not satisfied with their competencies as they are inadequate and need improvement. Obviously, speaking and listening are more important than reading and writing skills. Thus, it is essential for the course planners to set up the appropriate English training courses that support the receptionists' English needs.

3.2.5. Part 05: Results of the Last Research Question

The next results provide answers to the last research question, "Do Royal Hotel's receptionists feel that they were prepared in terms of their English language ability to meet

their current communication needs?” The questions in this part are about participants’ language experiences with the English language before they have joined the workplace. This question uses a Likert scale with the following values: “*very good*,” “*satisfactory*,” “*poor*” and “*very poor*” as shown in table 3.18 below:

Level of English	Frequency	Percent %
Very Good	02	5.71%
Satisfactory	09	25.72%
Poor	15	42.85%
Very Poor	09	25.72%
Total	35	100%

Table 3.18: The Knowledge of English before Starting Work

In their response to this question, only 2 respondents (5.71%) have reported that their knowledge of English before they had begun their job was very good, 09 respondents (25.72%) had pointed out that their knowledge of English was satisfactory. 15 respondents (42.85%) had indicated that their knowledge of English was poor and 09 respondents (25.72%) had reported that their knowledge of English was very poor. Obviously, English has received little importance in their educational background and this can have a negative impact on their English proficiency. The next sub-question has asked the respondents if English language courses that they have taken in college would help them in different tasks. The researcher has used a Likert scale with the following values: “*a lot*,” “*somewhat*,” “*a little*”, and “*did not help at all*” as shown in table 3.19 below:

Help of English Language Courses	Frequency	Percent%
A lot	02	5.71%
Somewhat	08	22.86%
A little	10	28.58%
Did not help at all	15	42.86%
Total	35	100%

Table 3.19: the Help Gained from English Language Courses at the College Level

In regard to this task, only 2 respondents have reported that English courses help them a lot in their current job. 8 respondents have indicated that English courses help them somewhat. 10 respondents have reported that English courses help them a little while the majority of participants (42.86%) have indicated that English courses did not help them at all.

To conclude, the findings of the first questionnaire have revealed that English language communicative skills are still seen as of major importance at the workplace especially listening and speaking skills that are frequently introduced to complement the practical components through face-to-face communication. These results have confirmed the first two hypotheses of the present research; the lack of English language ability prevents the receptionists from conducting their jobs effectively so that the receptionists in Royal Hotel need to develop their listening and speaking skills in particular.

3.3. Analysis of Receptionists' Interview

To gather data from the receptionists about their English language needs, the researcher has used a structured interview format as the second instrument. A sample of 30 hospitality industry employees has been interviewed. They have been asked about their perceptions in several fields. The researcher tries to analyse and interpret qualitatively the obtained data. The interviews' notes have been rewritten immediately after each interview.

3.3.1. The Respondents' Perception about Arabic, French and English Languages

All the receptionists have reported that both languages, Arabic and French, are used in their current job for a wide range of activities, though Arabic appears to be used much more often than French. However, the use of Arabic, in general, appears to take place mostly when talking to colleagues at the workplace. This could be due to the fact that all workers are Algerians, who may find it easier to communicate in Arabic. Nearly all employees acquire knowledge of Arabic, followed by French. They have confirmed that they feel confident to use the French language and feel frustrated to use English language. Most of them have stated that they cannot interact with English speakers; however, they try to understand them using French and some common English terms and phrases as "Good morning, Hello Sir, can I help you? Further, some of the receptionists explain that they use English only when being obliged in situations where their clients master only the English

language. All the receptionists are extremely aware of the status of English as an international language. They have stated that *“since most clients come from different countries, it is very necessary for us to communicate with them in English.”* They have indicated that the receptionists and telephone operators need to communicate in English with guests in the hotel. Communicative tasks include answering phone calls, taking reservations....etc. Finally, they have acknowledged that English skills would be a plus in applying their job effectively.

3.3.2. The respondents’ Perception of their English Communicative Skills Abilities

In order to test the third hypothesis, it is of great importance to conduct an interview to figure out the receptionists’ abilities of their English communicative skills.

3.3.2.1. The Respondents’ Perception of their English Reading Ability

The Royal Hotel’s receptionists have appeared quite satisfied with their English reading ability and have not showed any interest for further improvement for reading skills. This may return back to the fact that they do not need reading frequently. Only three among the respondents have complained about the situations in which they have to read long letters or emails.

3.3.2.2. The Respondents’ Perception of their English Writing Ability

The receptionists are asked about their experiences of writing in English. 15 of them have stated that they do not use writing at all. 10 respondents have indicated that writing in English is the most difficult part of English in terms of sentence structure and good written expression. Two participants have stated that they need writing to correctly write reports related to their job but they are not sure how good their English ability is. Only one respondent has admitted that:

“Most of the time, I thought that I am the only worker who cannot write correctly until I marked my colleague’s writing. I was totally astonished. In the hotel, most of us know many words verbally, but they do not know how to write it correctly. They can only speak words from listening.”

Three respondents have indicated that writing is ‘OK or no problem’ but they have commented that spelling is troublesome and they struggle more with achieving good content than good style. Only one respondent has admitted that writing is the easiest part of

English. Another participant among the receptionists thinks that writing is a crucial necessity for being a receptionist:

“I need writing to write reports, write letters, and write messages to the customers. He continued, if the employee cannot write well, he/she may cause a lot of problems in answering the mails.”

It is apparent that more than half of the receptionists have felt that it does not really matter how good their writing is as long as the message is correctly conveyed.

3.3.2.3. The Respondents’ Perception of their English Listening Ability

The respondents have been completely reluctant to speak in any detail about their own English listening abilities. They have admitted that they spend almost half of their communication time listening and usually receive as much as 90% of their instructions from foreigners through listening. Most of employees have indicated that listening to English is the hardest task for them, particularly when listening to client’s pronunciation. They get confused if they are not listening well. Last but not least, unclear pronunciation and the rapid speech of foreigners with different accents are the main casual factors to misunderstanding.

3.3.2.4. The Respondents’ Perception of their English Speaking Ability

The receptionists are asked about their experiences of speaking in English. There has been a common point among them in describing either listening or speaking English as the most difficult parts of language. Besides, they have rated themselves to be weak in listening, speaking and communication skills in general. 10 respondents of the receptionists have indicated that they need English for communication with the guests on their arrival, reservations, and other interpersonal communications. They need a lot of vocabulary used in the hotel. A receptionist has talked about talking on the phone as a problem:

“Talking on the phone with a guest makes me nervous. Most foreign clients speak very fast. Consequently, I can’t follow what they are exactly saying. I even have more problems since I have to listen, write and think of my answer at the same time. Sometimes, I make big mistakes and this makes me embarrassed.”

Most of the workers have indicated that *“If they have excellent command of English, they will be promoted to the higher position”*. Regarding this skill, no one has said that he/she is fluent; they all say that they have problems while speaking and sometimes they cannot express themselves in English just because they do not have enough and specific vocabulary related to the hospitality language. Consequently, their limited vocabulary is a serious problem to grasp what the foreign clients are saying to them.

To conclude, the respondents are not really satisfied with their English proficiency. They all express their negative attitudes towards their current proficiency and state that they are still far from what they really wish to achieve. Further, all participants have confirmed that both listening and speaking skills are important and need improvement in addition to a good command of specific and general vocabulary. They usually speak with difficulty while using English and their speech is always incomplete, full of grammar mistakes and their pronunciation is frequently incorrect. The remaining skills as reading and writing are considered less important as they are less frequently used. They have expressed their wish to develop their competencies.

3.3.3. The Respondents’ Perceptions of their Learning and Communication Needs

The majority of the respondents have replied positively about their needs and are ready to talk about their educational weaknesses. They have stated that English did not receive an adequate importance during their learning and the subjects are too general. Consequently, they cannot use appropriate and correct English. They can express their thoughts neither correctly nor adequately. Some respondents have asserted that additional education courses with an emphasis on spoken English will definitely enhance their English proficiency. It has also been explained that some staff cannot understand well what customers need as a result of weak listening. Furthermore, the respondents are asked if it will help them if the hotel has offered new programs to ameliorate their education. It is not surprising that most of the respondents have expressed a great deal for self-improvement. All the males have said that they will participate in any class even at night school (UFC). Some have indicated that they *“really want to take English courses related to hotel receptionists. It would be great if the course started after working time”*.

On the other hand, females have explained that they cannot attend night school as a result of their status. In this sense, preference for correspondence courses has also been

raised. Some respondents have mentioned that before attending classes, employees should be first evaluated if they can attend additional lessons. Many aspects must be taken into consideration such as age and performance at work. Thus, the initial evaluation must be done firmly.

3.3.4. Education Subjects Preferred

Interestingly, asked if they are given the opportunity to learn, which subjects of their education they will like to improve. The majority of receptionists have viewed English language skills as important for doing well in their job. All the Royal Hotel's receptionists have indicated they will like to ameliorate their English, particularly English speaking skills. It has been explained to the researcher that *"we must learn to speak because most communication is through speaking"*.

In other words, many respondents believe that educated people think faster and more plainly and have admitted that they need to improve their spoken English. They have specified that they would like to be able to speak English using the correct tenses. One respondent has explained in her own words that *"in any language, you cannot know how to write if you can't speak"*. Another one has said *"whenever I talked to foreigners, I got messed up in my head. So I spoke slowly"* Only two workers have stated that reading is the most important skill for them. Thus, they need more improvement through the use of dictionary as they have indicated *"sometimes, it was hard to find the meaning of slang words, idioms, or difficult vocabularies, it would be helpful to have specific dictionary."*

3.3.5. The Respondents' Perception about Translation

The majority of receptionists have indicated that the hotel is one of the key industries where translation is absolutely vital. Having the ability to communicate with these customers is a matter of huge importance which can provide the hotel with efficient results. Therefore, translation should be used in documents such as menus, in-room directories, maps, rental information and safety instruction; all should be available in many different languages. On the other hand, two well-educated receptionists have stated that translation can be extremely dangerous because translating words into another language is not simply about the literal definitions; there are cultural differences which can vastly alter the real meaning behind words, they go on, *"it is also important to be able to understand cultural differences and translate accordingly."* Employing receptionists who understand these

cultural differences can be crucial to attracting clients from overseas. Last but not least, all of them have indicated that *“having a staff that is multilingual is an advantage.”*

3.3.6. The Respondents' Perception about Training

All the participants are aware of the importance of English language in the hotel industry and they have expressed strong desire to be involved in an English training that would help them overcome all English language difficulties. They have confessed that the previous training session is far from what they really need. In fact, it is composed of general English courses that are irrelevant to what they wish to accomplish. They have revealed that there is a great mismatch between what they need and the materials adopted in the preceding session. They stated that *“training can be expensive, but the benefits can outweigh the costs involved and lead to a hotel's survival and development.”* The hotel can get the best results from a training program by targeting specific areas that need improvement. Interestingly, the investigator has noticed that younger receptionists are highly motivated and wish to improve their English proficiency through training while older employees have indicated that it is too late to do so.

During the visits to the hotel, the researcher notices that participants demonstrate a low ability to communicate in English, their limited knowledge in both specific and general English is a serious obstacle to express their ideas fluently resulting in cutting the discussion. Further, they have shown a full understanding of any discussion occurred during their work but they cannot express themselves successfully as they lack descriptive terms.

From the primary results of the interview, it is obvious that English did not receive an adequate importance during the journey of the participants. This could be strong reason behind their English weaknesses. It has been mentioned that English was not as important in their studies as other modules and was general so that a little importance has been given to specific English. Further, all participants confirm that they feel confident to use French language and feel disappointed to use English. Consequently, they use English only when being obliged to deal with clients who do not master any other language but English. Such results confirm the third hypothesis of the study; training and development are essential in providing receptionists with the right skills for their present and future jobs.

3.3.7. Receptionists' Suggestions to Overcome English Difficulties

The receptionists have expressed a great desire to receive an ESP course. They all explain that they do not need general English courses but rather specialised courses related to what they need to improve in addition to topics relevant to their field. Laboratories are also suggested to help them to develop their language skills namely listening and speaking, which are required most of the time. Furthermore, they all express their wish to be taught by native speakers for a short period of time to learn from them the correct pronunciation or to be sent to foreign countries to improve their English language command. Last but not least, the majority of participants have expressed their wish to have a continuous training during the whole year with more developed materials and more qualified ESP trainers. Some of them have suggested training abroad with native speakers and experts as a way to equip them with what they need to perform their job effectively.

3.4. Analysis of Customers' Questionnaire

This part of data analysis is divided into two main parts: the first part deals with background information about the clients who have stayed in Royal Hotel. The second part is designed to measure clients' satisfaction through their expectations and perceptions as the two have great impact on whether service is a success or failure. Furthermore, the second questionnaire of this study tries to answer the general question, "To which extent are clients satisfied with the front desk English language use?" Secondly, this questionnaire is formulated to test the last hypothesis; hotel clients are not satisfied with the English communication of the receptionists.

3.4.1. Section 01: Personal Data of the Clients

In this part, detailed information acquired from Royal Hotel's clients are presented and discussed in the following table.

3.4.1.1. Clients' Nationalities

Among all of the population, there are several nationalities such as British, Italian, Nigerian and others. The biggest group is British composed of 15 persons. The second one is Japanese that are 25%. 17.5% are Italians being third. 12.5% are Nigerians and the least is the American group with only 3 persons (7.5%).

3.4.1.2. Purpose of Travel

(72, 5%) of the clients that have come to Royal Hotel mostly have the purpose of business. The other purposes such as tourism, visiting friend/relatives are to a great extent small 17.5% and 10% respectively.

Demographic Characteristics	Frequency	Percentage
<ul style="list-style-type: none"> Nationality 		
British	15	37.5%
Italian	7	17.5%
Japanese	10	25%
Nigerian	5	12.5%
American	3	7.5%
Total	40	100%
<ul style="list-style-type: none"> Purpose of Travel 		
Tourist	7	17.5%
Business	29	72.5%
Visiting friend/relatives	4	10%
Total	40	100%
<ul style="list-style-type: none"> Hotel selection 		
Yourself	6	15%
Travel Agent	14	35%
Internet	20	50%
Total	40	100%

Table 3.20: Personal Data of the Clients

3.4.1.3. Hotel Selection

The customers that have selected Royal Hotel through internet are 50%, through travel agent 35%, and by themselves 15%.

The hotel clients are divided into two categories: native speakers and non-native speakers of English as shown in table 3.21below:

Nationality	Frequency	Percent %
English Native Speakers	18	45%
Non-native English Speakers	22	55%
Total	40	100%

Table 3.21: Native and Non-native English Speakers

3.4.2. Section 02: Clients' Satisfaction

Customer satisfaction and service quality have received much attention from practitioners and researchers. In measuring service quality and client satisfaction, it is important to understand the different issues involved in service quality through identifying customers' expectations and perceptions. Thus, the second questionnaire is formulated to evaluate the factors that influence the overall satisfaction of foreign clients in Royal Hotel.

3.4.2.1. Customers' Expectation and Perception

This part presents clients' expectation and perception towards the communication service quality of the front office staff at Royal Hotel in Oran. The service quality in this research consists of three main dimensions: communicative skills (listening and speaking), intercultural communication and hospitality language. The participants are asked about their expectation and perception towards the service quality of the receptionists at Royal Hotel.

A. English Communicative Skills

From the previous results, it is apparent that the receptionists greatly need to master listening and speaking skills as they are the most useful skills in the hotel industry. Thus, the part of communicative skills in the questionnaire will tackle listening and speaking skills in particular.

As shown in table 3.22, the total average means of clients' expectations towards English communicative skills of the receptionists is 3.03 (Moderate level). On the other hand, their satisfaction towards English communicative skills is ranked at high level (3.43).

As far as the English communicative skills are concerned, the clients have expected that the front desk staff can welcome and greet them politely representing the high mean score (3.85). Additionally, they have expected that the front desk office could carefully listen to them and explain in detail what they need (3.70), they can speak plainly and

confidently (2.30). However, clients have expected a low level when things come to their own needs (2.30).

The front desk can:	Clients' Expectation		Clients' Satisfaction	
	Mean	L	M	L
welcome and greet the tourists politely.	3,85	High	4,50	Very high
speak plainly and confidently.	2,30	Low	1,95	Low
listen carefully to the client and explain.	3,70	High	3,10	Moderate
Understand their needs.	2,30	Low	4,19	High
Total score	3,03	Moderate	3,43	High

Table 3.22: Clients' Expectations and Satisfaction towards Communicative Skills

Obviously, the receptionists could not speak plainly and confidently. Their satisfaction is ranked at a low level (1,95). Additionally, the front desk staff could not listen carefully to the client which is ranked at a moderate level (3.10). However, at some levels, clients' perception meets and exceeds their expectation in the following points:

- The receptionists could welcome and greet the tourists politely.
- The receptionists could understand their needs.

B. Intercultural Communication

The total average means of clients' expectations towards intercultural communication of the receptionists is 3.20 (Moderate level). On the other hand, clients' satisfaction towards intercultural communication dimensions is ranked at high level (4.13). Surprisingly, the customers have expected a moderate level (3,20) of receptionists' using appropriate gestures to show that they understand the guests' needs, but they have perceived a very high level (4,70) which is the maximum score. The front desk staff could ask appropriate questions at a high level (3.50). Actually, this level has exceeded their expectation which is ranked at a low level (2.50). Similarly, making appropriate eye contact has perceived a high level (4.20). This level has not met clients' expectation which is ranked at a moderate level (3.25).

Intercultural Communication: The front desk can:	Clients' Expectations		Clients' Satisfaction	
	M	L	M	L
Ask appropriate questions.	2,50	Low	3,50	High
make appropriate eye contact.	3,25	Moderate	4,20	High
use appropriate gestures.	3,20	Moderate	4,70	Very high
Total	2,98	Moderate	4,13	High

Table 3.23: Clients' Expectations and Satisfaction towards Intercultural Communication

C. Hospitality Language

Table 3.24 shows that the total average means of clients' expectations towards hospitality language of the receptionists is 3.90 (High level). However, clients' satisfaction towards hospitality language is ranked at a very high level (4.50), i.e., their satisfaction has exceeded their expectation. The front desk staff could use an appropriate tone of voice to indicate their understanding at a high level (4.10). The receptionists also express their sincerity through their polite and friendly manner, which is the maximum score (4.90).

Hospitality: The receptionists can:	Clients' Expectations		Clients' Satisfaction	
	M	L	M	L
Use an appropriate tone of voice to indicate their understanding.	3,80	High	4,10	High
Express their sincerity through their polite and friendly manner.	4,00	High	4,90	Very high
Total Score	3.90	High	4.50	Very high

Table 3.24: Clients' Expectations and Satisfaction towards Hospitality Language

D. Summary of Overall Clients Expectation and Perception towards Service Quality

The following table summarises the overall mean of the expectation and satisfaction of clients towards the service quality provided by Royal Hotel's receptionists.

Summary	Clients' Expectations		Clients' Satisfaction	
	M	L	M	L
English Communicative Skills	3,03	Moderate	3,43	High
Intercultural Communication	2,98	Moderate	4,13	High
Hospitality Language	3.90	High	4.50	Very high
Overall mean score	3.30	Moderate	4.02	High

Table 3.25: Summary of Clients' Expectations and Satisfaction towards Service Quality

Table 3.25 shows that the overall mean score of expectation towards the three dimensions is at 3.30 (Moderate level). The final findings of clients' expectation have shown that the use of hospitality language is rated at high level (3.90), followed by English communicative skills (3.03) and intercultural communication (2.98).

The overall mean score of satisfaction towards the three dimensions is at a high level (4.02). Interestingly, the dimension that is highly perceived is hospitality language and this result has approximately met their expectation at a high level too (4.50), followed by intercultural communication (4.13) and finally English communicative skills (3.43).

To conclude, Royal Hotel's customers are satisfied with the service quality of the receptionists in terms of English communication, intercultural communication and hospitality language. Thus, the last hypothesis is rejected because the level of satisfaction is high with an overall mean of (4.02) while their expectation is moderate with an overall mean of (3.30) so that clients are satisfied with the service quality of the receptionists. Although client's satisfaction exceeds their expectation and clients are satisfied, they are not fully satisfied in terms of listening and speaking; for instance, the receptionists' speaking plainly and confidently has perceived a low level (1.95) followed by listening carefully to the client which has perceived a moderate level (3.10).

3.5. Customers' Suggestions

The purpose of suggestions is to have customers' personal opinions and judgments concerning the receptionists in terms of developing the four language skills. More to the point, the main objective to conduct such questions with customers who have stayed in

Royal Hotel is to have a clear idea about their final perception towards the English communication skills of the receptionists and to figure out their opinions about receptionists' main needs. Were they really satisfied?

It should be noted that the last part of the questionnaire describes the clients' views and opinions about the use of English communicative skills in Royal Hotel and which language use affects their perception and therefore their return to the hotel. The investigator has taken every remark and then selects what to be analysed.

A set of questions are implemented, the analysis of these questions are as follow:

Question One: Which of the English communicative skills you think is important for a receptionist?

The aim of question one is to figure out clients' insights about the importance of some communication skills that a receptionist should acquire to perform the job appropriately. Participants, fundamentally, share the same view, i.e., listening and speaking skills are the most important skills at the workplace. However, reading and writing skills are of a little importance for the front desk staff. Knowing specific vocabulary concerned with hospitality language is ranked as an important skill that the receptionists should acquire.

Question Two: Which level of the English language listening, speaking, reading and writing enables a receptionist to do the job?

This question provides opinions about the needed level of each skill for the front desk staff to perform the job effectively. It is obvious that clients have stated that an excellent level of listening and speaking skills is needed in hotel reception profession. Further, they go on "*it is their duty to speak concisely, clearly and completely to customers as listening and speaking skills represent a means to achieve success.*" As for writing, having a good level is enough to respond to their emails while just a satisfactory level of reading is needed. Finally, none of clients have opted for the non-importance of listening and speaking skills at the workplace.

Question Three: According to you, what are the difficulties receptionists in Royal Hotel face during communication with clients?

The majority of clients under investigation have agreed on the following difficulties:

- ✓ Low level of English proficiency so that they encounter a set of problems at different levels: sentence structure, vocabulary, grammar, pronunciation, and so forth;
- ✓ Lack of appropriate terminology.

Question Four: What skills receptionists need to have and develop?

The participants have agreed that both listening and speaking skills need improvement. Furthermore, hospitality language is extremely important at the front office and the use of specific vocabulary is of great importance to be more effective during communication.

The majority of the customers commonly agree on the following points:

- ✓ Flexibility to deal with different learners in different situations;
- ✓ Having a training in the area of their main needs;
- ✓ Being familiar with the use of the ICT as a tool to facilitate the training process;
- ✓ Having a full command of the target language;
- ✓ Acquiring a **specialized** knowledge of the field they are working within which may help them to communicate effectively.

Question Five: How would you describe an effective receptionist?

The participants' answers have revealed that an effective receptionist is the one who:

- ✓ Is able to analyse his/her clients' needs;
- ✓ Listens to them carefully and understand them;
- ✓ Can use appropriate tone of voice;
- ✓ Is seeking to stay up-dated and tries to be very active;
- ✓ Defines the problem concerning clients' complaint;
- ✓ Be reflexive is the most important element a receptionist should take into consideration.

Clients have offered valuable compliments and complaints to enhance the current research. Surprisingly, some clients have stated that both the front desk staff and customers should be effective during communication. They have stated that even though they are foreigners, they are not good in English as it is their second language so that they do not use it in their daily life. Moreover, they have complimented the front desk staff, saying they

are excellent, well-informed and professional. On the other hand, the respondents have complained that the receptionists should improve their English communication skills, listening and speaking skills in particular.

Question Six: Which qualities encourage you to return to the hotel?

The participants have agreed that professional attitudes and pleasing personalities are two of the most important qualities that the receptionists should possess to communicate effectively with their clients. They have stated that the receptionists should maintain a friendly disposition and always be willing to stop what they are doing to assist a guest in need. Further, their fast responses to problems are an indication to guests that customer care is at the heart of their job. Receptionists are the most important point that determines their return to the hotel since they have to be ambassadors for the hotel.

To conclude, the clients have affirmed that Algeria, during this period, is moving towards a global system business imposed by the multinational companies which use English as a tool for communication. Consequently, the future students have to continue learning English after the secondary school, focusing on specific terminology related to their different fields. Furthermore, this part asks clients for further suggestions to help the receptionists to overcome difficulties when using English language. They have stated that it is worth remembering that the managers should take into consideration their clients differences and their needs , i.e., to better understand their clients, they need to draw a profile about them which will help them better cope with the requirements of the target situations. Analysing clients' needs may help the trainers to provide the receptionists with texts whose content is familiar to their needs, design tasks which can be encountered in their target situations, provide opportunities for receptionists to communicate during the course with their colleagues under the trainer supervision and so forth. They have asserted that it is of paramount importance to create opportunities for receptionists to perform different tasks where trainers note strength, as well as, weaknesses of their trainees. Accordingly, this may help them later to evaluate and assess their trainees' proficiency level first, then the training methods besides the content they are providing for the receptionists.

3.6. Summary and Discussion of the Main Results

The receptionists and customers' questionnaires and the interview have enabled the researcher to collect a large amount of data concerning the importance of English at the workplace. The aim is to identify the receptionists' language needs and measure the degree of customers' satisfaction towards the English communicative skills of the front desk staff.

After analysing data, the researcher has attempted to provide the reader with a summary of the major findings of this research work. Thus, the collected data, from the receptionists' questionnaire and the interview, show that the majority of participants under investigation are motivated by the research theme which demonstrates that they are greatly aware of the importance of English as they use it extensively at the workplace. Nevertheless, the quantitative information makes obvious other facts. Actually, the first hypothesis is confirmed, i.e., the lack of English language ability prevents the receptionists from conducting their jobs effectively.

The receptionists' proficiency level in English is for, almost all of, the informants that of beginners which forms a barrier to their professional activities and careers. Further, the learning needs analysis has revealed that the receptionists have a low proficiency level in English because English did not receive an adequate importance during their learning; the subjects were too general and they stopped learning English for a long period of time. Regarding language skills, it appears from the statistical data that the majority of participants believe that an excellent level of speaking and listening skills is highly required to perform the job effectively. On the other hand, reading and writing skills are most frequently ranked as the skills that are not required to perform the job; a satisfactory level is enough.

Regarding the second hypothesis that is related to the English language needs; findings have confirmed this hypothesis, that is to say, the receptionists in Royal Hotel need to develop their listening and speaking skills in particular. The results have revealed that there is a growing increase for the need of English especially where oral skills being in used with clients. During communication with foreigners, the receptionists under investigation have assumed that they usually encounter great difficulties in the English language mainly in listening and speaking skills; this is related to the lack of practice. The data outcomes highlight various points of view regarding the importance of language skills that have to be

developed. According to the receptionists, they are in need first to develop their listening and speaking skills. Moreover, their limited knowledge of both general and specific terms prevents them from communicating appropriately with their customers. They have mentioned that their speech is always incomplete as they understand only limited common expressions and words.

Concerning the third hypothesis; training and development are essential in providing receptionists with the right skills for their present and future jobs. The results have confirmed this hypothesis. The analysis of the target needs has shown that the receptionists are increasingly interested in learning English as it is significantly useful for them in terms of improving their communicative skills in the target language and equip them with specific vocabulary they are in need of. As English is the world language, the receptionists have asserted that everyone needs it either for Academic or Occupational Purposes because of its necessity. Training will play a facilitator role in their careers and help them to communicate effectively with their clients. Thus, continues training is greatly needed.

Regarding the hypothesis that is related to hotel clients' satisfaction; results for the first time have rejected the last hypothesis. Clients are satisfied with the English communication of the receptionists. However, they are not fully satisfied in terms of listening and speaking skills. Such results confirm the primary results of the first questionnaire and the interview. It is essential to focus on developing listening and speaking skills more than reading and writing skills.

3.7. Conclusion

In this current chapter, the researcher has attempted to analyse, present and discuss the findings of the main data gathered through different tools. The results have revealed that all the respondents are extremely aware of the vital importance of English language in their daily job. Further, listening and speaking skills are found to be the most frequently used and the most needed and problematic English skills in Royal Hotel. Based on the main findings of this chapter, it could be possible to draw conclusions, as well as propose some hopefully beneficial recommendations. Thus, the last chapter will attempt to propose a number of recommendations and suggestions to cope with the needs of the receptionists.

CHAPTER FOUR

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Chapter Four

RECOMMENDATIONS AND SUGGESTIONS

4.1. Introduction

The previous chapter has concentrated on analysing and interpreting the data collected about the receptionists' needs. The results obtained have revealed the existence of a high motivation to acquire English; however, considerable language deficiencies are also noticed. Taking into consideration the fact that the results of this study are the starting point for more advanced investigations in the field of ESP in the Algerian context, the researcher will try in the last chapter to present some useful suggestions and recommendations for further studies which may help the receptionists either to overcome or at least reduce the set of obstacles that prevent them from effective communication.

4.2. Recommendations Emerging from the Receptionist Questionnaire

As a conclusion, the receptionists in Royal Hotel use English language for communication with foreign clients. Further, the participants have stated that as Oran is one of the most popular cities, there are a great number of international travelers in the city. Therefore, they use English extensively as a medium to communicate with foreigners (94.29%). The data indicate that all the respondents have asserted that it is of paramount importance to have a high level of English proficiency to perform the job effectively. However, when they are asked to choose their current level of English proficiency, only (2, 86%) are confident that their level of English is advanced while (51,41 %) state that their level of English is beginner. All of them have indicated that their English is insufficient for their work because they have no basic English background.

Furthermore, the data have showed that there is considerable agreement among the participants about the relative importance of proficiency in English listening and speaking. For each of listening (65.71%) and speaking (80%) skills, an excellent level has received the majority of responses. On the other hand, reading (51.42%) and writing (62.85%) skills are most often viewed as not required to perform the job. This indicates that a high command is needed in listening and speaking skills.

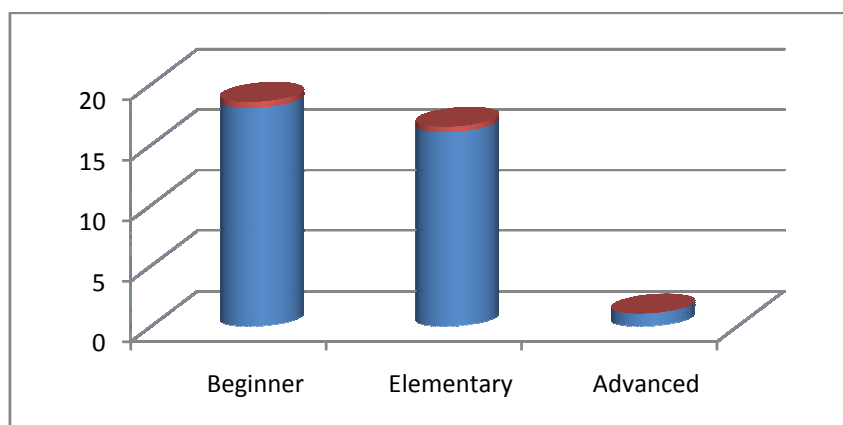


Figure 4.1: Level of English Proficiency

Since speaking and listening skills are ranked more highly, it can be concluded that proficiency in English listening and speaking are perceived as more important than reading and writing skills.

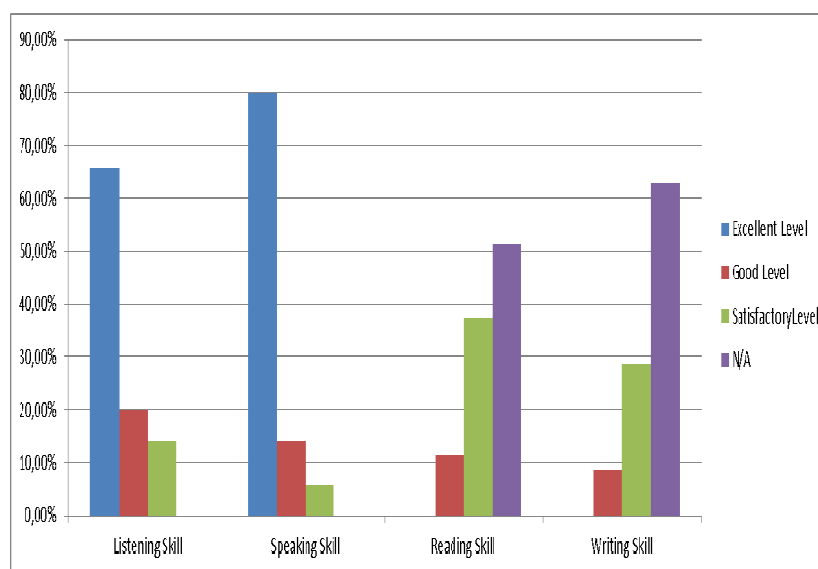


Figure 4.2: The Required Level of Proficiency in the English Language Communicative Skills

As a conclusion, the receptionists in Royal Hotel use English as a language for communication with foreign clients. In their routine job, English language skills especially listening and speaking are essential in a wide range of activities in the hospitality field to perform the job effectively. From the results, the greatest needs of English skills are speaking, followed by listening. Writing and reading are considerably of lower use.

4.2.1. Improving Listening and Speaking Skills

It is of great importance to offer programs that suit receptionists' needs at two levels:

4.2.1.1. Speaking Skills

Among the four language skills, speaking is considered to be the greatest need in Royal Hotel. Managers need their staff to use speaking skills most. In the present study, the receptionists need to speak English with foreign clients on a daily basis. They often speak English with both native and non-native speakers. Obviously, the most frequent situations in which receptionists use speaking skills are related to face to face conversations. It can be seen that in their work activities, they have to welcome and greet the clients and direct them to the right place or person. Then and most importantly, they need to check out more information to answer clients' questions and requests. Speaking skill is regarded as the most problematic skill. The major problems are saying basic expressions, speaking in complete sentences. Thus, it is of great importance to make the hotel reception trainees aware of this problem and try to expose them to various English accents. This can be done through the use of some podcasts which contain several conversations and interactions between hotel receptionists and English speakers.

Furthermore, Royal hotel receptionists could not satisfy their clients in terms of listening and speaking skills. Therefore, the front desk staff in Royal Hotel often needs to speak English in order to conduct face to face conversations with clients more than telephone conversations as the last one is being replaced by emails. From these results, the receptionists might need to learn appropriate expressions to make conversations, to ask questions and to deal with clients in order to inquire about clients' needs and decisions. The receptionists frequently speak English to suggest travel information, such as information about tourist attractions, accommodation, restaurants, and insurance. Moreover, they need to give clients directions and describe the location in English. They also have to calculate the cost and receive payments from clients. Consequently, they need to be able to explain pricing in English.

From the above mentioned points, the receptionists in Royal Hotel might need some training on English conversational skills, especially face to face conversations and telephone as well in order to avoid difficulties when they contact foreign clients. Further, they should have knowledge about foreign currencies and exchange rates. They also need to learn how to describe figures in English. Besides, the receptionists might need to practise

asking appropriate questions to negotiate for mutual understanding and inquiring clients' needs and decision. Spoken English dealing with a variety of tourism topics would help them practise speaking skills.

4.2.1.2. Listening Skills

Listening skills are regarded as the second highest need for the receptionists in Royal Hotel. In fact, speaking and listening needed to be considered together, as the receptionists regularly speak to foreign clients as much as they regularly listen to them. In this study, both speaking and listening skills are the highest needs for the receptionists. As the receptionists' conversations with foreign clients are mostly face to face conversations rather than telephone conversations, they need to listen to detailed information from clients face to face. Actually, listening skills are regarded as the problem that often occurred. The major problems are concerned with various accents of clients from different nationalities, being unable to catch the words when the clients speak too fast, and listening to basic expressions. Consequently, employees should practise their listening ability to be good listeners through listening to spoken discourse on tourism topics. The results of the study suggest that, in order to find out what clients want and to make them impressed by the service, the receptionists have to listen carefully for what they require and understand them. Therefore, they need to be trained in order to understand the different accents of English from both native and non-native English speakers. Interestingly, new opportunities have been created to improve the listening and speaking skills.

Currently, a variety of videos or audio materials can be useful in training. The spoken English classes are also conducted online through the internet so that the receptionists can be enrolled in a spoken English class to improve their listening and speaking abilities. Such technology makes it possible for trainees to interact with other people through online chat programs, voice and video chat.

Finally, the relative emphasis of the four English language skills in the introductory courses for hotel purposes should be based on activities driven by the actual communicative situations demanded by the hotel receptionists. They should be available on an ongoing basis in the hotel industry for the receptionists who feel that their college preparation is not adequate.

4.3. Recommendations Emerging from Customers Questionnaire

This research study has found that the customers are highly satisfied with the service quality of the hotel front desk staff. On the other hand, this fact cannot ignore that the receptionists need at some levels of language uses to improve their listening and speaking skills as clients are not totally satisfied. There has been a negative gap between what they have perceived and what they have expected. This gap proposes that the receptionists need to improve their listening and speaking skills to be more efficient. Otherwise, there may be a misunderstanding between foreign clients and the front desk staff which may lead to great troubles. One example is the possibility of a misunderstanding in booking where a single room is booked when a double is requested.

Further, clients may have to wait for a long time or some requests may not be immediately seen to. Some clients perceive that the hotel receptionists could not understand them. This matter can return back to the different accents of guests, the lack of some sounds in some languages and the diverse pronunciations including stress pattern. Consequently, the receptionists should give emphasis on language level mastery skill, language politeness and the clear speech of direct meaning and motivational meaning sentences (Sperder and Wilson, 1986). To communicate effectively, hotel receptionists should improve their listening and speaking skills by listening carefully and speaking clearly as to pay attention to the guest's needs.

Today, much effort has been devoted to better understand what affects customer satisfaction and service quality evaluation processes. It is evident that cultural background of a guest has a strong impact on how one expects and perceives satisfaction and service quality. In the hotel industry, it is imperative to be knowledgeable about what guests' needs are. Therefore, it is hotel's utmost competitive advantage to utilize the information on cultural differences and to implement cultural values into their operations. The investigator has found that some problems occurred because of differences between clients. Not all foreign customers can communicate in a foreign language, whether or not it is English. Many could speak only their own language, whether it is French, Italian or Nigerian. They could not speak English very well. The issue for the receptionists is to guess the meaning from the context from incorrect sentences and to use clear and easy English that those customers might be able to understand.

In the hotel industry, the receptionists communicate the most with clients so that they have to ensure not only that information is transmitted, but also that it is done in a way that meets with client's expectations or exceeds it. The counter receptionists are found to have always made the customer comfortable in communicating by smiling, being respectful and cheerful. The receptionist is also found to be neat, plus the commercial imaged uniforms that they wear have actually caught the customers' eyes. From the observation, the receptionists use body gestures, facial expressions signs as well as eye contact as an effective non-verbal communication instrument to sustain the comfortable ambience in the communication for future interaction well. Last but not least, studying other foreign languages is beneficial for the receptionists.

It is suggested that the receptionists should treat clients in a high friendly manners so that their satisfaction will exceed their expectation resulting in a real satisfaction. Consequently, hospitality education programs in non-English-speaking countries have begun to offer more English courses to students as professional English is essential for hospitality professionals (Chang and Hsu, 2010).

The following recommendations are offered by the researcher:

1. The Royal Hotel should be aware of the importance of training and finding several trainers who know the expected problems and how to solve it in addition to the requirements of the front desk staff. Training courses must focus on English for Specific Purposes as the receptionists need specific English skills. Further, the courses should be divided into three levels according to the proficiency level of the receptionists: basic, intermediate and advanced.
2. In terms of training in listening and speaking skills, the course should concentrate on listening to face-to-face conversations and telephone conversations as the front desk staff frequently communicate in situations such these. Telephone skills will include the appropriate ways on answering telephone, taking messages, transferring calls, and knowing how to use the appropriate language as to sustain good relationship with the guests/customers in the working place.
3. In terms of intercultural communication, the course should teach recognition of possible intercultural misunderstandings. Being aware of cultural differences,

beliefs and practices can help the receptionists to use English language appropriately and accurately.

4. Last but not least, the target situation needs of these receptionists include knowledge of hotel management terminology, effective communication, property management systems, system wide reservations, guest registration, managing the financials, guest checkout, managing hospitality, and training for hospitality. These are all needed for their likely future work with native English speakers.

4.4. Receptionists' Interview Discussion and Conclusions

The two main results of the receptionists' interview are first discussed to offer some conclusions related to the research purpose.

4.4.1. The Respondents' Perceptions of their English Communicative Skills

The interviews have revealed that the receptionists in Royal Hotel are expected to perform a vast array of activities in which English is extremely required, most of which require listening and speaking skills. All the respondents directly have given the impression that they are aware of the needs and problems they encounter in accomplishing their job. Further, all the participants have admitted that listening and speaking skills are the most difficult part of the language for them. During the interview, all the respondents are able to communicate successfully in Arabic. However, they are not able to understand and express themselves adequately in English. They are not comfortable with their speaking skills. In line with this result, Clifford and Kerfoot (1992) state that in second or foreign language acquisition, receptive knowledge is usually greater than productive knowledge, that is, learners can understand and read more than they can say or write. When they are asked about views towards their English communicative skills, most of the respondents, except one, thought that their English communication skills are inadequate and that they are not able to perform tasks involving English listening and speaking competently.

The receptionists' inability to communicate adequately in English has serious implications for the hotel where communication between management, their subordinates and colleagues is essential. Shaw and Weber (1990) assert that an employee's ability to work together with other people, to communicate with and to get things done through other people represents a skill fundamental to his/her performance. They suggest that employees

rely more on language in accomplishing their day to day goals than they often acknowledge. This is consistent with the views of Moth (1997) who states that there is a tremendous lack of primary education in the hospitality industry. Cooper et al. (1996) note that the pattern of employment in the hospitality industry is heavily weighted towards those with only a rudimentary education

The potential communication problems of native English speakers are also elucidated during the interview. Actually, the receptionists need to learn not only English as a language but they need to learn the manner in which English is used. This view may explain one of the reasons for the miscommunication frequently experienced between employees and foreigners, particularly native English speakers.

It has been evident that most receptionists have realised the extent to which they are disadvantaged by their lack of English communicative skills. Consequently, many of them are greatly interested in improving their English communication skills in any way as their lack will limit their careers path in the Royal Hotel and lead the hotel to become a dumping ground for poorly skilled people.

4.4.2. The Respondents' Perceptions of their Learning Needs

Within the interview, some employees have shown degrees of interest in improving their education. The participants who are negative towards furthering themselves are amongst the older people in the sample. Other respondents have expressed an interest and desire in education and for improvement. However, no one still ignore the extent of their lack of English communicative skills and its negative impact.

According to Katz (1996), learners need to perceive a need to learn before they will learn and the only way to determine if learners perceive a need is to ask them. It is therefore important to note that the participants have realised more clearly their great need to improve and address their real needs. They are aware of the extent to which their lack of English communicative skills affects their performance at the workplace. In this respect, Hayes and Valentine (1989) indicate that an individual's need to learn is a combination of demand and skill deficiency. Skill deficiency is insufficient, particularly if it is not perceived by the learner. Adults are most positive towards learning when they learn what they are interested in, what they value and enjoy (Ziegahn, 1992). It is therefore essential to establish what the participants want to learn before one can make any assumptions about

their needs. The results generally show that English skills are the most valued by the majority of the respondents.

4.5. Recommendations Emerging from the Interview

It is recommended that organisations should adopt a two-pronged approach to address the low level of English language needs of the receptionists in Royal Hotel: one that addresses the selection process; and one that addresses training and development of staff.

4.5.1. Recruitment and Selection

According to Ross (1997), employers need to seek staff to manage the service encounter. Thus, the employment of appropriate front desk staff is critically important for the hospitality industry. However, employers within the hospitality industry employ staff with limited skills and without assessing their abilities. Managers should therefore implement an assessment of English communicative skills for the selection of staff at all levels especially at listening and speaking skills.

It is recommended that a comprehensive assessment be developed to test English communicative skills in the hotel industry. This should be designed specifically for adults and should incorporate a multi-method approach to improve the English communicative skills of staff including for example, literacy tests and face-to-face interviews. However, this approach may not be realistic. As Katz (1993) contends, organisations are not able to recruit productive employees because there are not sufficient in the market - they have to make them, i.e., providing them with effective training to perform the required job; they can hire experienced employees or train employees to be skilled. Thus, employers need to realise that their workforce has not received an adequate education and that the hotel industry needs to compensate for this.

4.5.2. Adult Learning

Adult education should be a major part of the educational provision of all countries in the promotion of economic and social development. The hotel industry is concerned with the quality, breadth and depth of employees' skills. The low of English language skills evident from this study indicates that language education of children and adults needs serious attention.

4.5.3. Motivating Adult Learners

The biggest difference between the school education and the training at business organizations lies in the characteristics of the target learners. According to Walker and Miller (2012: 336), as people mature, they become pickier in terms of receiving information and have their own ways of processing it. Thus, employees should be treated as adult learners. This principle appears to be simple and obvious, but this is actually the reason behind the staff's attitude and their incentives towards learning.

Malcom Knowles (1970) has developed a popular adult learning theory which is known as "*Andragogy*"¹ This learning theory is the art and science of adult learning which consists of six assumptions which are developed to address each factor that influence the adult learners.

4.5.4. Training and Development

In modern hotel business, it is all about competence in people and especially the employees' qualities. The level of service quality depends on the qualities of employees. The qualities are about knowledge, skills and thoughts which lead to a hotel's survival and development. Cooper et al. (1996) report that the International Hotel Association has recommended that in the hospitality industry, in general, adequate training at all levels be addressed including improving language communicative skills. The main results highlight that although the hospitality industry is a labour intensive industry that requires skilled employees to provide quality service to its customers, many employers in the industry do not train their staff adequately.

Moreover, the demands on staff for English communication skills will become greater as the industry advances and the technology used becomes more sophisticated. Price (1997) maintains that employers should empower all their employees with the required skills to communicate proficiently and effectively in English. Proper communication is fundamental, especially in listening and speaking skills. Obviously, training is the crucial path of motivating employees and increasing productivity in the business (McClelland, 2002). It helps personal abilities to be matched with business requirements.

¹ Andragogy is an adult learning theory contains principles which are correlated with one another: self-concept, experience, readiness to learn, problem-centered, motivation and reasoning.

Furthermore, the training content must be closely relevant to what is happening in the real world. The trainers must not ask trainees to imitate and memorize but rather they should employ a method which can enable their trainees to observe and experience the actual knowledge or skills which are expected to encounter in their daily job. In other words, creating high practicality training is an important issue. Moreover, opportunities should be given to trainees in order to reflect the information they have already received and recognise how it is relevant to their actual and personal situations (Department of Education, 2010)

According to Sommerville (2007: 210), effective training will improve the personal characters and professional abilities. Not only employees, customers and guests would also benefit from staff training. The English language communication skills of receptionists need to be greatly addressed so that they can perform the tasks expected of them. Most employees' tasks rely on communication with other people particularly foreign clients. As Shaw and Weber (1990) assert, management depends on the art of good communication. Thus, training courses must be tackle the English language communicative needs of the receptionists in Royal Hotel.

However, one should consider that one of the reasons for poor results from current training programs is the learner's inability to understand the presented material (Kraak, 1988). As Saccawu (1995) maintains, training programs do not make provision for second or foreign language learners who are products of a highly inferior education system. Consequently, an affirmative program implemented in an organisation should include a compensatory education program that addresses the English communicative needs of employees. Organisations need to adapt their training methods to meet their employees' needs. Thus, specialist trainers with an understanding of adult education are required.

Furthermore, this interview reveals that specific issues should be taken into account when training is planned at the workplace. These include:

4.5.4.1. Treating the Employees as Individuals

It has been finalised that Royal Hotel's receptionists have different levels of English communicative skills, varying needs and learning styles. It is essential to recognise these differences as studies such of those of Hayes and Valentine (1989) have shown. Therefore, the challenge in any education program is to treat learners as individuals and address their

individual needs and problems. Current education programs are unsuitable, particularly for a specialist group of people who need special English.

Training should be designed and implemented to meet individual learner or employee's needs which can be expensive. The alternative, however, is a poorly skilled workforce from which high standards of performance are expected. Recent teaching methods have begun to suit individual learning needs. For example, a facilitative approach allows learners to work at their own pace with learning materials appropriate to their level of learning. In other words, trainees should be put at the heart of training. Thus, traditional perception about training should be changed where the trainers re-define their roles as guiding learning rather than teaching. Moreover, when designing a training activity, trainees' perspectives must be taken into account in order to best match the trainers' expectations and to encourage trainees to take the leading role. They will be more motivated when actively seek and obtain the knowledge (Walker and Miller, 2012: 336). In fact, regular recognition on the accomplishment will make the employees feel good about themselves and motivate them to put forth their efforts.

It is suggested that in the planning stages of any educational courses, a pre-course assessment that places learners at their present level of competency is conducted (Price, 1997). Interviews should be also done in order to establish personal expectations as well as specific needs and desires in terms of long term career-pathing. Then, the findings of these interviews should be combined with the learner's pre-course assessment results to formulate a complete profile and develop a useful plan.

4.5.4.2. Involving the Employees in the Process

Being ready before receiving certain knowledge is simply to prepare trainees mentally, i.e., the trainers must inform adult learners in advance how the lecture will benefit and help them in order to avoid misjudgment from happening because many trainees often judge the content of a certain training course. Within this study, it is suggested that before any step in an organisation is attempted, the potential candidates are consulted thoroughly and the issues raised by them are considered. This confirms the view put forward by Hayes and Valentine (1989) and Lurie (1990) who suggest that the information that potential learners can provide is invaluable. Also, adults learn best when they are involved in determining instructional goals and content (Auerbach, 1996). Eberlein (1995) and Van Niekerl (1996)

have stated that the importance of participative planning and decision making cannot be over-emphasised.

Moreover, Hayes and Ninemeier (2009: 182) state that trainees during the training must be well equipped with useful solutions and tactics to effectively face the real problems that they often encounter at the workplace. With problem solving method, trainees will have several chances to see the immediate application of the given knowledge into a real situation. Employees should be involved in curriculum development at every stage of the process, from deciding the content, methods and processes of instruction to participating in evaluation.

4.5.4.3. Considering the Learners' Practical Concerns

Practical educational programs for employees should be developed and should be flexibly, imaginatively and gently delivered. Feeling the sense of progress towards personal goals enhances employees' motivation to experience a more difficult level when they escalate to the next training so that they have the feeling of moving forward. It is obvious that this principle is related to the principle of praising the accomplishment of the trainees and making them feel a sense of progress which will surely help them in the next step. It is worth mentioning that the organisation needs to consider whether this form of training should be held at work or at a private venue.

4.5.4.4. Ensuring that the Program Content is Appropriate

The content of training or any educational courses aimed at improving employees' English communicative skills must be carefully considered and should be based on foreign language learning principles. In one way or another, it will provide the basic skills necessary on which further language skills may be based. This approach, however, may be more appropriate for lower level employees who have time to develop. They are expected to perform tasks that require a high level of English communicative skills every day. It may be more appropriate to introduce a program designed to address their exact needs. For example, this study identifies the need to learn competencies such as listening to foreigners and speak competently and appropriately with them. It will be also important to include the basic knowledge and understanding that support these competencies.

It is of great importance to match the content of the lectures with the previous knowledge of trainees in order to enable them to integrate their previous experience. This

will not only help them to understand the new information faster but also contributes to the richness of the learning content. Further, the content must reflect employees or students' everyday reality. In fact, effective adult education must be closely linked to the actual roles a person fulfils in society as an employee or learner.

It is worth mentioning that a flexible approach must be used and that learners must be treated as adults as they are learning in a situation that still requires them to continue with their adult responsibilities. In this context, factors such as performance at work, age and time constraints must be taken into account during training as it can have negative impact on their abilities to learn. Cooper (1995) emphasises the need for an understanding and appreciation of diverse backgrounds and lifestyles that adult learners in an industry will come from. Consequently, it is necessary that the working conditions of the learners should be taken into account when designing education programs.

To sum up, adult education programs should be comprehensive enough in nature so that employees will be taught portable skills that will allow them to adapt to the changing workplace and enhance their level of performance, simply, by improving their English communicative skills and thereby meeting their needs.

4.5.5. Promote Translation

At the workplace, the use of L1 is of great importance when the receptionists are unable to retrieve their lexical corpus to perform a task. Cook (2001) argues that the L1 *“can be used positively for conveying meaning, for example explaining grammar, for organising the class, and for students use”*. Such use can be organised *“in activities based on translation for the development of fluency in L2, for presenting the meaning of a new lexical item or expression in order to facilitate the learning process”* (Dedrinis, 2006: 15). In this respect, the mother tongue may be useful in the procedural stages of a class; for example, setting up pair and group work, giving comprehension instructions, sorting out an activity which is clearly not working and checking in reading and oral activities (Kourou, 2008).

The analysis of the employees' needs indicates that efficient improvement of basic language skills is bond to the skill of terminology translation which is considered as an important aspect in the ESP context in addition to listening, reading, speaking and writing skills. Further, the development of basic communicative skills needed in some particular

professional situations depends to a great extent on the ability to translate specific terms. However, translating concepts belonging to the hospitality industry is not an easy task to perform. Therefore, in the following part it is important to suggest some steps about translation activities.

First, after acquiring the necessary topical and terminological knowledge emphasised in the studied texts, translation can be designed and proposed at the end. It can also be incorporated through the different language activities suggested in the didactic unit as exercises or tasks to be achieved in the structural, language use and language production activities. In the first stages of the training process and with the help of images, the learners will be asked to translate, individually, some terms related to their specialty using both Arabic and French languages. Gradually, translation activity will be more complex, since they will have to deal with sentences, paragraphs and texts found in authentic situations. Moreover, knowing that trainees have different language aptitudes, the trainers need to motivate them by suggesting pairs or group work. In this way, the trainees will assist themselves by comparing their actual knowledge of English with their proper specialised information of the subject. In line with these activities, Mahmoud (2006) states that *“translation may be useful, because it can be interactive; learner centered, and promotes learners’ autonomy in using materials”*

Translation tasks can process as follows: ask trainees to translate from English to Arabic or French, then they exchange their productions. After that, their friends output will be retranslated back to English and finally the translations are compared to the original text. This procedure may possibly raise learners’ lexical, structural, stylistic and language transfer awareness and they will be conscious of the lexico-grammatical difference between the English and the Arabic languages when producing discourse in the target situation. Consequently, they will realise the difficulties of translation and the differences among languages.

4.6. A Receptionist Course Design

This exploratory study has revealed a number of interesting and useful findings for the receptionists’ training courses. However, the last part of this chapter provides a framework for designing training courses for the receptionists.

4.6.1. Pre-Course Considerations

An ESP course design is usually based on the specific needs of learners or employees of a particular discipline. There are different purpose-oriented ESP courses so that it is of great importance to obtain information and data concerning the need for communication skills of a particular group to guide the curriculum development and course design. In order to gain insights into employees' perceived needs, the investigator sees that it is necessary to recommend further preparatory steps to be done that helps guarantee a sensible and effective course design before starting an ESP course

4.6.2. Conducting Needs Analysis

As it has been concluded in the previous chapters, a syllabus compilation is necessarily preceded by a needs analysis as “*it provides a basis for setting goals and objectives*” (Nunan and Lamb 1996: 27). NA is a corner stone and key stage in ESP courses and it is essential to establish the ‘*what*’ and the ‘*how*’ of a course. Thus, the concept is worth examining in some detail.

Regarding needs analysis in ESP, Basturkman (2010) observes:

“Needs analysis in ESP refers to a course development process. In this process the language and skills that the learners will use in their target professional or vocational workplace or in their study areas are identified and considered in relation to the present state of knowledge of the learners, their perceptions of their needs and the practical possibilities and constraints of the teaching context. The information obtained from this process is used in determining and refining the content and method of the ESP course.” (p.19)

Before trying to set any objectives as to where one should arrive at the end of the course, it seems logical first to determine where one is at the beginning of the course. This part of needs analysis is generally referred to as present situation analysis (Dudley-Evans 2001: 133). It is acknowledged that the target situation analysis should be complemented with the learning needs analysis; what the students should do to succeed in the course completion. These needs embrace various individual peculiarities of students and learning styles that cannot be ignored as they might both foster or impede their learning depending on how the course is organized (Tudor 1996: 97).

To identify Royal Hotel receptionists' needs at the workplace, a NA is required. The main sources for needs analysis are the employees themselves. However, in the ESP research field, relevant documentation and information received from other sources are also important. Thus, learners' needs cannot determine the target situation, in fact, there are other factors can contribute in the design process. In addition to the receptionists, the researcher uses the foreign clients as another source to confirm the results. Client's satisfaction and perceptions can all be used as a good and effective tool in NA process where Royal Hotel's receptionists are the target population in the current research. According to Dudley-Evans & Jo St John 1998:

“Initially obtained data on needs analysis allow researcher to set course objectives and determine scientific approach to teaching. Ongoing needs analysis allows revising objectives and modifies teaching techniques and materials. In ongoing needs analysis the conclusions drawn in the initial analysis have to be constantly checked and re-assessed.”

Although needs analysis usually prescribes the objectives and the contents of a given course, it is not always possible to conduct one before the course begins. In some cases, for example when nothing is known about the learners before they come to the first class; goals, content and the teaching approach are shaped by information collected during the teaching of the course. However, if the purpose of NA is evaluating and revising the program, it is reasonable to conduct it when the course is over. To sum up, pre-course and ongoing analysis need to be conducted in the English training program for the success of any ESP course design. On the whole, needs analysis is a complex process which is usually followed by syllabus design, selection of course materials, teaching / learning a course, and evaluation.

4.6.3. Course Design

Designing and carrying any language course requires a thorough analysis of learners' needs as well as their awareness. The course designer draws his/her path to design an effective course by offering the language and the communicative skills the learners/employees want to master. Consequently, it is workable to decide on the course aims and objectives of the learners and choosing the appropriate approach to be used in the course design.

Probably there is no universal recipe for designing an ESP course, but obviously the basis for ESP course design is taken from ESL course design. It is mainly influenced by many factors such as students' or workers' needs, working environment, existing or non-existing material as well as the methodology the teacher wants to use. Robinson (1991) suggests three bases for language syllabi: content-based, skill-based and method-based syllabi. Further, Strevens (1977) has suggested principles that should be involved in the course preparation:

- Communicative needs
- Selection of language functions, vocabulary as well as grammar.
- Restriction to necessary skills.

Basturkmen (2006:20) argues that *“in order to specify what language will be taught, items are typically listed and referred to as the syllabus.”* She has given a standard view of the syllabus through the figure below.

A syllabus:

- 1- Consists of a comprehensive list of
 - content items (words, structures, topics)
 - process items (tasks, methods)
- 2- Is ordered (easier, more essential items first)
- 3- Is a public document
- 4- May indicate a time schedule
- 5- May indicate preferred methodology or approach
- 6- May recommend materials

Figure 4.3: Characteristics of a syllabus (Basturkmen 2006:21)

ESP course design is a product of a dynamic interaction between a number of elements: the results of the needs analyses, the course designers' approach to syllabus and methodology in addition to the existing materials. All of these are modified by the contextual constraints. The learning-centered approach determines ESP courses in terms of

the target situation performance. Thus, the learner is the main part taken into consideration in the design process. In effect, the course design process would be dynamic and interactive through the use of different materials.

4.6.4. ESP Materials

ESP materials are the useful means in language teaching. *“Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course.”* (Graves, 1999: 27). Trainers or teachers may use such materials in order to help learners to get better understanding. These materials can exist in different forms; they can be textbooks, workbooks, texts or activities.

“Anything which can be used by teachers to facilitate the learning of a language. Materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the Internet or through live performance or display.” (Longman Dictionary of Language Teaching and Applied Linguistics)

Current ESP course books for highly specific languages are quite limited. Even if it is possible to find course books, such courses cover a broad range of subjects. Parts might be useful for the introduction of individual topics in a very general manner as warm-up exercises for the students and to get them acquainted with the theme. However, the range of the topics covered in the majority of the ESP course books is too wide and the language too general to be of real use.

What kind of materials teachers use or develop depends eventually on the students or employees' needs and on what the teachers considers useful. ESP practitioners should plan the curriculum with the particular students and their personal preferences in mind. ESP learners will feel more affinity for materials that they find relevant to their area of specialism. The use of subject-specific textbooks is also more in line with the realization that employees are individuals with different needs, styles, and interests. Skela (2008: 159) points out the following central traits:

- It focuses on purposeful learning;
- The learner is seen as an active processor of information;
- Learning is the process by which the learner tries to make sense of the

information by imposing a meaningful interpretation or pattern on it;

- One of the basic teaching techniques is problem-solving.

To sum up, ESP materials must be varied so that to attract and motivate students or employees. Materials appear in most times interesting, fun and clear. Sometimes, materials are appropriate for the content but sometimes they need to be modified so that the teacher has to adapt or supplement in order to fit the local context. Last but not least, ESP teachers or trainers have to design the greater part of the material themselves to ensure proper service of the receptionists' needs.

4.6.5. Using Texts and Well Designed Materials

The selection of appropriate and relevant materials is an important issue which has an impact on what happens in the course. It is of great importance to select materials that suit employees' needs and provide them with what they really wish to accomplish. In this respect, Ellis and Johnson (1994: 115) have stated:

“The selection of ESP materials should thus above all depend on the needs of the learners in relation to their future or present jobs: that is, materials should focus on the appropriate topics and include “tasks and activities that practise the target skills areas.”

Some teachers may use the same ESP material for different classes ignoring the variation among different classrooms. Also, some of them may use the same material in all lectures. In this situation, employees will get bored. That is why appropriate ESP materials selection would be important and can play a crucial role in ESP lesson planning. Ellis and Johnson (1994) distinguish between two levels of materials selection. The first one occurs at the beginning of the course when teachers suggest their course books and materials. The second level occurs when the teacher is going to select items from the chosen course book.

Any ESP course is based on the specific needs of a group of learners or workers. It is important that these needs should be carefully treated and not neglected. Nevertheless, some teachers use textbooks either with contents that are not based on the needs of learners or general one. Therefore, teachers need to define what should be taught and learned and what will be tested at the end of each course. Ellis and Johnson (1994: 115) demonstrate the impact of the selection of materials on the following three levels:

- 1) It “determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions”;
- 2) It “has implications for the methods and techniques by which the learners will learn”;
- 3) Last but not least, “the subject of or content of the materials is an essential component of the package from the point of view of relevance and motivation”.

Moreover, textbooks should be selected to help workers or learners to develop their linguistic and communicative competencies. Robinson (1980) suggests that each text must have a “*topic, function, channel and audience*” that are specific to it so that to suit the target situation texts. Their use should be “*the means by which the learner can bridge the gap between classroom knowledge and an effective capacity to participate in real language events.*” As ESP is predominantly student-centred, consequently students’ considerations should be at the top of the list of selection criteria.

The selection of ESP materials should depend on the needs of the employees in relation to their future or present jobs in their current job; that is, materials should focus on the appropriate topics and include “*tasks and activities that practise the target skills areas.*” (Ellis and Johnson, 1994: 115). Another important aspect that should be taken into account when selecting materials is the level of language knowledge students have already acquired and the target level they will need to communicate successfully in their job. Therefore and as previously stated, the ESP teacher or trainer has to explore the target needs of the receptionists through the use of authentic material as a way to relate closely to the receptionists’ specific skills and content needs.

4.6.5.1. Authenticity vs Simplicity

The teacher has to select materials that will help the employees achieving the course objectives and appropriate texts for language practice. Therefore, he/she has to provide interesting texts which reflect real- life situations, i.e. authentic texts. According to Widdowson (1990:67),

“It has been traditionally supposed that the language presented to learners should be simplified in some way for

easy access and acquisition. Nowadays, there are recommendations that the language presented should be authentic."

Authors insist that the language in the materials should be authentic (Rogers 2000). Moreover, Gatehouse (2001) considers the use of authentic materials one of essential features of ESP courses. ESP teachers usually have a strong intention to find authentic material as a way to bring the "*real world*" during the course, and they put an enormous amount of time and effort into it. Widdowson (1998: 13) states that authenticity should not be a matter of principle and good course design does not only involve "*the simple uncritical belief in authenticity*", but also "*the special and specific contrivance of appropriate conditions in classrooms.*"

To assure course efficiency, authentic texts are intensively motivating and helpful. The receptionists therefore should be exposed as widely as possible to dialogues from the beginning of the course. The selected texts should include text genres that the receptionists are likely to become familiar with, and to produce for academic or professional purposes. These resources are available in diverse printed or electronic sources related to the adult learners' field of specialty such as specialised journals and articles, academic textbooks, magazines and newspapers written in the target language by native or non-native speakers.

To sum up, authentic texts can be implemented or simplified if the trainer feels that this would develop its pedagogic value. Such materials have to be set up for employees' needs and requirements purposes in order to reach the required objectives. The importance of material being authentic is always stressed in ESP teacher trainings and by using authentic texts, employees will be able to identify the most and widely used specific vocabulary and the grammatical structures applied in English and in hotel industry.

4.6.6. Topics

Topic selection is of central significance in the course design process. In this specific context, employees in Royal Hotel who are specialising in several fields need specific training. For this reason, it is necessary to select topics that belong to their specialisations taking into consideration subject specialists' suggestions and their requirements in materials design. These topics can be related to hospitality language for instance.

It is important to conduct a needs analysis before selecting topics because when the employees have no specific and useful needs to study the language, they will be less motivated to learn. Employees will find learning English as an interesting activity if they deal with topics closely associated to their field of study. Accordingly, the more narrowly and explicitly a topic is related to their area of concern, the more they are motivated to work on and to deal with the language content presented.

4.6.7. Language activities

After the selection of relevant topic and texts, it is necessary to devise and arrange sequences of adequate activities to overcome receptionists' language deficiencies, to cater for their needs and to achieve course objectives. Activities are extremely important to assist them developing their abilities to use the target language correctly. Further, it will help the receptionists to comprehend the discourse related to their field in order to produce acceptable parts of speeches and texts, i.e., to develop their English language communicative skills with foreigners. First, the trainer should introduce the topic of the course and ensure that the employees understand the purpose of the unit before dealing with skills activities. The teacher can propose images or videos related to the hotel industry as a warm up activity.

As the English training course places an emphasis on listening and speaking skills; dialogue practice, group work, and language games will give the front desk staff an opportunity to draw all the bits of language they have learnt and to freely practice using them in the kind of situations they are likely to encounter outside the classroom. Moreover, some activities should be included in order to give trainees more chance to speak up and to express their opinion by using both the target language and their mother tongue e.g. simulation, group discussion, and pair work. These activities will help trainees to be familiar with the context of situation under study and at the same time enjoy learning and not feeling bored with the lessons.

4.6.8. Vocabulary Activities

Another important part of course preparation is the research of vocabulary. It is of great importance to focus on vocabulary because it helps the learners to build listening, speaking, reading and writing proficiencies. In fact, the receptionists need the specialist vocabularies which are highly technical terms that are most likely not understood by

speakers who do not belong to the discourse community that needs and uses these terms. Any field requires specific terminology to be used in communicative situations. However, if the receptionists are not motivated, it will be a difficult task to achieve. The trainer must provide the trainees interesting and stimulating activities. Videos and images can play this role, as they can represent contextual situations related to the receptionists' field of interest. Such activities will allow the trainees to master not only general English vocabulary, but also the specialised terminology that they need in their field. There are several activities related to vocabulary learning such as:

- ❖ Word formation;
- ❖ Checking the meaning of words or expressions ;
- ❖ Translation exercises.

4.7. Conclusion

In this concluding chapter, the researcher has attempted to, hopefully, expose further recommendations and even a set of suggestions that help the receptionists develop their English language competencies in relation to what they really need so that to better cope with the requirements of the target situations. The investigator has closed this chapter by providing an ESP course design for the receptionists that may help teachers who are already engaged in ESP teaching with appropriate design, appropriate teaching materials and topics with the hope of helping receptionists to enhance their English knowledge in subjects related to their domain. Practice then is almost needed; otherwise, the proposed recommendations will remain only theoretical.

GENERAL CONCLUSION

English has acquired a unique status among the other languages of the world in that it has been acknowledged as a global language. Today, everyone needs to have a good command of English and the importance of teaching English for Professional uses particularly in the field of hotel industry is undeniable. English for hotel receptionists is one of the most attractive areas of English for Specific Purposes (ESP). Great importance is given to this language since it is the required medium of communication with foreign clients.

The present dissertation aimed at identifying the English language communicative needs of the hotel receptionists who greatly need this language when dealing and communicating with the native and non-native English speakers clients. Royal Hotel receptionists and clients were used as objective tools to identify those needs, in other words, the study is based on the English language skills that are needed in Royal Hotel to perform the job effectively and successfully.

This thesis was divided into four chapters. The first chapter tried first to describe the actual status of English all over the world in order to demonstrate the importance of English for the tourism sector and hotel industry. The research design was set up in the second part of the first chapter. The researcher provided a detailed description of the target population, research methods, sampling and instrumentation used in the research. The second chapter dealt with the theoretical background related to ESP and needs analysis. Chapter three was designed for the analysis of the data obtained from the receptionists' and customers' questionnaires and interview, both quantitatively and qualitatively. Finally, on the basis of the results obtained; the fourth chapter gave a set of recommendations and suggestions concerning the English for the Hotel and Receptionists. The investigator tried to suggest possible ways of helping receptionists improve their English language in order to perform their job effectively or at least reduce the set of obstacles that prevent them from effective communication.

Before collecting data, careful consideration was given to research methods commonly used in ESP so that the data were collected from different sources through the use of a variety of instruments: a questionnaire with the front desk staff and with the Royal Hotel's clients, structured interview with the receptionists and observation at the workplace. Triangulation was the best solution to obtain confirmation of findings through

the application and combination of several research instruments. It was used as a way of cross-examining results using two or more sources to add validity to the current research.

The results obtained have revealed that the receptionists are greatly aware of the importance of English as they use it extensively at the workplace. Participants indicated that Royal Hotel receives foreign clients from different countries who most of them master only the English language. The results obtained revealed the existence of a high motivation to acquire English as the receptionists' proficiency level in English forms a barrier to their professional activities and careers. There is a growing increase for the need of English especially where oral skills being in used with clients. It was noticeable that all participants were not satisfied with their competencies as they are inadequate and need improvement. The informants indicated that they are not really satisfied with their English proficiency. In addition to that, they all expressed their negative attitudes towards their current proficiency and stated that they are still far from what they really wish to achieve.

Further, all participants confirmed that both listening and speaking skills are important and need improvement in addition to a good command of specific and general vocabulary. Obviously, speaking and listening are more important than reading and writing skills. The majority of participants believed that an excellent level of speaking and listening skills is highly required to perform the job effectively. On the other hand, reading and writing skills are most frequently ranked as the skills that are not required to perform the job. On the other hand, all the English language skills were found to be extremely needed at the workplace and at the same time considerable language deficiencies are also noticed. It was clearly perceived that they face many difficulties in all skills. The informants reported that they usually speak with difficulty while using English and their speech is always incomplete, full of grammar mistakes and their pronunciation is frequently incorrect. The remaining skills as reading and writing are considered less important as they are less frequently used. Such results confirmed the first hypothesis which stipulates that the lack of English language ability prevents the receptionists from conducting their jobs effectively.

The learning needs analysis revealed that the receptionists have a low proficiency level in English because English did not receive an adequate importance during their learning; the subjects were too general and they stopped learning English for a long period of time. Consequently, they have expressed their wish to develop their competencies

especially listening and speaking skills. It should be noted that these results corroborated the second hypothesis, that is, the receptionists in Royal Hotel need to develop their listening and speaking skills in particular.

As far as the third research hypothesis is concerned, it was found from the structured interview that training and development are essential in providing receptionists with the right skills for their present and future jobs. The analysis of the target needs has shown that the receptionists are increasingly interested in learning English as it is significantly useful for them in terms of improving their communicative skills in the target language and equip them with specific vocabulary they are in need of. The receptionists asserted that training will play a facilitator role in their careers and help them to communicate effectively with their clients.

Moreover, the results rejected the last hypothesis stating that Royal Hotel's clients are not satisfied with the English communication of the receptionists. Clients are satisfied with the service quality of the receptionists in terms of English communication, intercultural communication and hospitality language. However, they are not fully satisfied in terms of listening and speaking skills. Such results confirmed the primary results of the first questionnaire and the interview. Thus, it is essential to focus on developing listening and speaking skills more than reading and writing skills.

English proficiency is required in all professional areas and it becomes essential in the hotel industry. English language communicative skills are still seen as of major importance at the workplace especially listening and speaking skills which are frequently introduced to complement the practical components through face-to-face communication. Last but not least, the receptionists need to receive ESP courses and to have a continuous training during the whole year with more developed materials and more qualified ESP trainers.

It is worth mentioning that the results of the current research might not be generalized enough, and are open to verification because the study suffers from some limitations such as the small number of participants. Additionally, the investigator was not able to spend time interviewing the receptionists or talking to them in detail about their needs and problems of using English due to their responsibilities. Regarding the limitation of time, the present study was carried out in only one hotel despite the fact that there are many

important and famous hotels in Oran. The researcher thus decided to conduct this work in Royal hotel. Therefore, the results might not respond to receptionists' needs working in other hotels.

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APPENDICES

Appendices

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APPENDICES

APPENDIX A: Receptionists' Questionnaire

This questionnaire is a part of a magister dissertation. It aims at identifying the English language communicative needs of the receptionists in the hotel industry. Your contribution will absolutely help in producing and enhancing language ESP programs designed to teach English for Hospitality Purposes. You have been selected as the best source of information to contribute to this study by responding to the attached questionnaire.

PART ONE:

1. Job title:

.....

2. Specialty:

.....

3. Educational level:

.....

4. Duration of work:

.....

PART TWO

Please put (√) in the appropriate box.

1- Is English important in your present occupation?

. Yes . No

If you have answered yes, how often do you use English in your job?

. Regularly
. Often
. Occasionally
. Seldom

2. With whom do you usually use English in your job? (You can choose more than one answer):

. Foreign clients
. Colleagues
. Others (please specify):.....

APPENDICES

3. How important is it to have a high level of English proficiency to perform your job effectively? Please circle one answer.

. Very important . Somewhat important . Little important . Not important

- Choose your current level of English proficiency (choose only one):

. Beginner . Elementary . Advanced

PART THREE

1. Which level of the English language ***listening*** skill enables you to perform your job effectively? Please circle one answer.

. Excellent level . Good level . Satisfactory level . N/A

2- Which level of the English language ***speaking*** skill enables you to perform your job effectively? Please circle one answer.

. Excellent level . Good level . Satisfactory level . N/A

3- Which level of the English language ***reading*** skill enables you to perform your job effectively? Please circle one answer.

. Excellent level . Good level . Satisfactory level . N/A

4. Which level of the English language ***writing*** skill enables you to perform your job effectively? Please circle one answer.

. Excellent level . Good level . Satisfactory level . N/A

PART FOUR

Please indicate your attitude towards the following English language communicative skills by circling the appropriate number: **5= Essential** **4= Very necessary**
3= Necessary **2= Fairly Necessary** **1= Unnecessary**

1. How necessary are the following skills of the English language?

APPENDICES

1. Listening	5	4	3	2	1
2. Speaking	5	4	3	2	1
3. Reading	5	4	3	2	1
4. Writing	5	4	3	2	1

Please indicate your attitude towards the following topic areas by circling the appropriate number:

5 = Very difficult

4 = Difficult

3 = Fairly difficult

2 = Not very difficult

1 = Not difficult

2. How difficult are the following skills of the English language?

1. Listening	5	4	3	2	1
2. Speaking	5	4	3	2	1
3. Reading	5	4	3	2	1
4. Writing	5	4	3	2	1

Please indicate your opinion towards the following topic areas by circling the appropriate number:

5 = Most

4 = A lot

3 = Moderate

2 = A little

1 = Least

3. How much do you need the following English skills in your job?

1. Listening	5	4	3	2	1
2. Speaking	5	4	3	2	1
3. Reading	5	4	3	2	1
4. Writing	5	4	3	2	1

4. How much do you need the following English language communicative skills in your job as a receptionist?

APPENDICES

1. Listening	
1.1. Listening to face to face conversations	5 4 3 2 1
1.2. Listening to telephone conversations	5 4 3 2 1
1.3. Listening to reservation details	5 4 3 2 1
1.4. Understanding what clients want	5 4 3 2 1
1.5. Getting personal details of clients	5 4 3 2 1

2. Speaking	
2.1. Conducting face to face conversations with clients	5 4 3 2 1
2.2. Conducting telephone conversations with clients	5 4 3 2 1
2.3. Providing information about travel plans	5 4 3 2 1
2.4. Taking reservations	5 4 3 2 1
2.5. Negotiating for mutual understanding	5 4 3 2 1
2.6. Giving clients directions	5 4 3 2 1
2.7. Explaining pricing	5 4 3 2 1
2.8. Suggesting travel information	5 4 3 2 1
2.9. Giving details about transportation	5 4 3 2 1
2.10. Making long distance calls for clients	5 4 3 2 1

3. Reading		4. Writing	
3.1. Written documents related to the tourism industry	5 4 3 2 1	4.1. Business letters in appropriate formats	5 4 3 2 1
3.2. News related to tourism	5 4 3 2 1	4.2. Faxes in a proper format	5 4 3 2 1
3.3. Getting detailed information of tourist documents	5 4 3 2 1	4.3. Texts for giving information	5 4 3 2 1
3.4. Information from the Internet, E-mails	5 4 3 2 1	4.4. Travel timetables	5 4 3 2 1
3.5. Business letters	5 4 3 2 1	4.5. E-mails	5 4 3 2 1

APPENDICES

PART FIVE

1. How would you rate your knowledge of English before you began college? Please circle one answer.

. Very good . Satisfactory . Poor . Very poor

2. How were the English language courses during your college study relevant to your current job's needs? Please circle one answer.

. A lot . Somewhat . A little . Not relevant at all

Thank you for completing this questionnaire.

APPENDIX B:

Questionnaire (Arabic Version)

استبيان لتحديد احتياجات الفندق للغة الانجليزية

أخي المحترم/أختي المحترمة..... السلام عليكم

إن الهدف من هذا الاستبيان هو تحديد احتياجات الفندق للغة الانجليزية و مشاركتكم في تعبئة هذا الاستبيان سوف يساعد في تكوين فكرة واضحة عن احتياجات الفندق للغة الانجليزية مما ينعكس في تصميم برامج دراسية للغة الانجليزية موجهة لطلبة الفندق.

لقد تم اختياركم كأفضل مصدر لتزويد الباحث بالمعلومات اللازمة لهذه الدراسة كجزء من رسالة ماجستير لدراسة احتياجات الفندق للغة الانجليزية علما بان المشاركة في هذا الاستبيان أمر اختياري.

إن هذا الاستبيان مقسم إلى أربعة أجزاء و كل جزء يحتوي على تعليمات للإجابة و تعبئته لا تحتاج إلى أكثر من عشرين دقيقة.

نأمل التكرم بتعبئة هذا الاستبيان علما أن تعبئته تعني بأن الباحث له الحق في استخدام جميع ما تقدمونه من معلومات لأغراض البحث و النشر العلمي فقط و إذا كان لديك أي استفسار فيمكنك الاتصال بالباحث عبر البريد الالكتروني.

كما أود التنويه بأنه ليس من الضروري كتابة الاسم في هذا الاستبيان .

و لكم جزيل الشكر .

الجزء الأول

1. الوظيفة :

2. التخصص الوظيفي:

3. اسم الجامعة التي تخرجت منها :

4. اسم الكلية والتخصص :

الجزء الثاني :

1. ما نسبة استخدامك للغة الانجليزية في مجال العمل؟ الرجاء كتابة نسبة مئوية في الفراغ التالي :

.....

2. ما مدى أهمية أن تكون ملما بد رجة عالية في اللغة الانجليزية لتأدية عملك بصورة فعالة؟ ضع دائرة على إحدى الإجابات التالية :

مهم جدا مهم بعض الشيء مهم قليلا غير مهم

APPENDICES

3. هل اللغة الإنجليزية مهمة في وظيفتك الحالية؟

نعم لا

إذا كنت قد أجبت بنعم، كم عدد المرات التي تستخدم فيها اللغة الانجليزية ؟

بانتظام غالبا أحيانا نادرا

4- مع من تستعمل اللغة الانجليزية في وظيفتك ؟ (يمكنك اختيار أكثر من إجابة واحدة) :

العملاء الأجانب

الزملاء

غير ذلك (يرجى التحديد)

5. ما مدى أهمية أن يكون لديك مستوى عال من الكفاءة في اللغة الانجليزية لأداء العمل بشكل فعال؟

مهم جدا مهم إلى حد ما قليل الأهمية غير مهم

• اختر مستواك الحالي من إتقان اللغة الإنجليزية (اختيار واحد فقط):

مبتدئ متوسط متقدم (عالي)

الجزء الثالث :

1. ما هو المستوى المطلوب في مهارة **الاستماع** والاستيعاب باللغة الإنجليزية لتأدية عملك بصورة فعالة ؟ ؟ ضع دائرة على إحدى الإجابات التالية.

ممتاز جيد مرضي لا أحتاج لهذه المهارة

2. ما هو المستوى المطلوب في مهارة **المحادثة** باللغة الإنجليزية لتأدية عملك بصورة فعالة ؟ ؟ ضع دائرة على إحدى الإجابات التالية.

ممتاز جيد مرضي لا أحتاج لهذه المهارة

3. ما هو المستوى المطلوب في مهارة **القراءة** باللغة الإنجليزية لتأدية عملك بصورة فعالة ؟ ؟ ضع دائرة على إحدى الإجابات التالية.

ممتاز جيد مرضي لا أحتاج لهذه المهارة

4. ما هو المستوى المطلوب في مهارة **الكتابة** باللغة الإنجليزية لتأدية عملك بصورة فعالة ؟ ؟ ضع دائرة على إحدى الإجابات التالية.

ممتاز جيد مرضي لا أحتاج لهذه المهارة

الجزء الرابع :

APPENDICES

يرجى الإشارة إلى موقفكم من مهارات التواصل باللغة الإنجليزية التالية بوضع دائرة حول الأعداد المناسبة :

5 = أساسي 2 = ضروري جدا 3 = ضروري 4 = ضروري إلى حد ما 5 = غير ضروري

1. إلى أي مدى مهارات اللغة الإنجليزية التالية مهمة ؟

1 2 3 4 5	1. الاستماع
1 2 3 4 5	2. المحادثة
1 2 3 4 5	3. القراءة
1 2 3 4 5	4. الكتابة

يرجى الإشارة إلى موقفكم من الموضوعات التالية بوضع دائرة حول الأعداد المناسبة من قبل:

5 = صعب جدا 4 = صعب 3 = صعب إلى حد ما 2 = ليس صعب جدا 1 = ليس صعب

2. ما مدى صعوبة مهارات اللغة الإنجليزية التالية؟

1 2 3 4 5	1. الاستماع
1 2 3 4 5	2. المحادثة
1 2 3 4 5	3. القراءة
1 2 3 4 5	4. الكتابة

يرجى الإشارة إلى موقفكم من الموضوعات التالية بوضع دائرة حول الأعداد المناسبة من قبل:

5 = إلى أبعد حد 4 = كثيرا 3 = متوسط 2 = قليلا 1 = الأقل أهمية

3. كم أنت بحاجة إلى مهارات اللغة الإنجليزية التالية في وظيفتك؟

1 2 3 4 5	1. الاستماع
1 2 3 4 5	2. المحادثة
1 2 3 4 5	3. القراءة
1 2 3 4 5	4. الكتابة

APPENDICES

4. كم تحتاج إلى مهارات اللغة الإنجليزية التالية في وظيفتك؟

قيم أهمية المهارات اللغوية للغة الإنجليزية عندما تؤدي النشاطات التالية: الرجاء وضع دائرة على الرقم الذي تختاره
علما أن رقم 5 يمثل التقييم الأعلى في الأهمية ومن ثم تدريجيا إلى رقم 1 الذي يمثل التقييم الأدنى في الأهمية.

مهمة الاستماع	
1.1. الاستماع إلى المحادثات وجها لوجه	1 2 3 4 5
2.1. الاستماع إلى المكالمات الهاتفية	1 2 3 4 5
3.1. الاستماع إلى تفاصيل حجز الزبائن	1 2 3 4 5
4.1. فهم ما يريده الزبائن	1 2 3 4 5
5.1. الحصول على التفاصيل الشخصية للزبائن	1 2 3 4 5

مهمة المحادثة	
1.2. إجراء المحادثات وجها لوجه مع الزبائن	1 2 3 4 5
2.2. إجراء المكالمات الهاتفية مع الزبائن	1 2 3 4 5
3.2. توفير المعلومات حول خطط السفر	1 2 3 4 5
4.2. التفاوض من أجل التفاهم المتبادل	1 2 3 4 5
5.2. إعطاء التوجيهات للزبائن	1 2 3 4 5
6.2. توضيح الأسعار	1 2 3 4 5
7.2. اقتراح معلومات حول السفر	1 2 3 4 5
8.2. إعطاء تفاصيل حول وسائل النقل	1 2 3 4 5

مهمة القراءة		مهمة الكتابة	
وثائق مكتوبة متعلقة بالسياحة	1 2 3 4 5	رسائل في صيغ ملائمة	1 2 3 4 5
الأخبار المتعلقة بالسياحة	1 2 3 4 5	رسائل الفاكس في شكل مناسب	1 2 3 4 5
الحصول على معلومات مفصلة من الوثائق	1 2 3 4 5	نصوص لإعطاء المعلومات	1 2 3 4 5
المعلومات من الإنترنت والبريد الإلكتروني	1 2 3 4 5	جداول السفر	1 2 3 4 5
رسائل عمل	1 2 3 4 5	رسائل البريد الإلكتروني	1 2 3 4 5

الجزء الخامس

1. كيف تقيم قدرتك و فهمك للغة الإنجليزية قبل التحاقك بالعمل؟ ضع دائرة على إحدى الإجابات التالية.

جيد جدا مرضي ضعيف ضعيف جدا

2. كيف ساعدتك مواد اللغة الإنجليزية التي درستها في المرحلة الجامعية أثناء عملك؟

ساعدتني كثيرا ساعدتني بعض الشيء ساعدتني قليلا لم تساعدني على الإطلاق

شكرا لمشاركتك في هذا الاستبيان.

APPENDICES

Appendix C: Receptionists' Interview

1) What was your education stream before being a receptionist?

.....

2) Which language you feel confident to use? (You can choose more than one.)

☐ Arabic

☐ French

☐ English

3) Is your English knowledge sufficient for your work? (Please specify)

.....

.....

4) How does English play important roles in your current job? (Please specify)

.....

.....

.....

5) Is a specific competency required, or is a general competency sufficient, or both of them?

☐ Specific competency is required.

☐ General competency is sufficient.

☐ Both of them are required.

6) How would you evaluate your colleagues' level regarding their mastery of English?

7) Is translation important in your work?

☐ Yes

☐ No

8) Do you think that English training program is important for you as a receptionist?

9) What should be the most suitable time of day for the English training course?

☐ In the morning

☐ At noon

☐ After work

☐ Other (please specify).....

APPENDICES

10) What is the duration of the training course?

- ☐ 1 month ☐ 3 months ☐ 6 months ☐ Over a period of one year
☐ Other (please specify).....

11) What kind of English training courses would you like to study further in order to meet your needs? (You can choose more than one.)

- ☐ Technical terms ☐ Basic English Conversation ☐ Pronunciation
☐ English grammar ☐ Speaking skill
☐ Other (please specify).....

12) What kind of teaching materials would you prefer to use in order to improve your English listening and speaking skills? (You can choose more than one.)

- ☐ English for Specific Purposes textbooks ☐ English textbooks
☐ Newspapers ☐ On-line materials
☐ Other (please specify).....

13) What kind of learning activities would you prefer in order to improve your English listening and speaking skills? (You can choose more than one.)

- ☐ Pair work ☐ Group work ☐ Language games
☐ Role-plays ☐ Dialogue practice ☐ Group discussion
☐ Other (please specify).....

14) How do you handle with the English listening and speaking problems when communicating with foreign clients? (Please specify)

.....
.....
.....
.....

15) In English training course, the trainer should be:

- ☐ Algerian teachers
☐ Native English speakers
☐ Both Algerian teachers and Native English speakers
☐ Other (please specify).....

APPENDICES

16) How can the training be improved?

.....
.....
.....
.....

17) In your opinion what makes training more developed and effective to help the receptionists match their needs?

.....
.....
.....
.....
.....
.....
.....

APPENDICES

APPENDIX D:

Customers' Questionnaire

Dear Sir/Madam,

My research is about customers' satisfaction toward English language communicative skills (listening and speaking skills) of the front desk staff of Royal Hotel. I am writing this letter to request your assistance and participation in the data collection process for this research project. Your participation will involve the completion of the questionnaire and your opinions will provide benefits for the development of ESP programs.

Instruction: Please fill your personal data in part 1. Next, evaluate the English skills of the front desk staff.

Part One: Personal Data

1. Nationality

.....

2. The purpose of trip

☐ Business ☐ Travel ☐ Other

3. The hotel selection

☐ Yourself ☐ Travel agent ☐ Internet

Part Two: Customers' Satisfaction

1. Please select the level of your satisfaction with the English skills of the front desk staff of Royal Hotel:

5 means the customers are satisfied at the highest level

4 means the customers are satisfied at a high level

3 means the customers are satisfied at a moderate level

2 means the customers are satisfied at a low level

1 means the customers are satisfied at the lowest level

APPENDICES

	YOUR EXPECTATION					YOUR PERCEPTION				
	1 Lowest	2 Low	3 Moderate	4 High	5 Highest	1 Lowest	2 Low	3 Moderate	4 High	5 Highest
A. English Communicative Skills: The Front desk staff can:										
welcome and greet the tourists politely										
speak plainly and confidently										
listen carefully										
Understand clients' needs										
	1 Lowest	2 Low	3 Moderate	4 High	5 Highest	1 Lowest	2 Low	3 Moderate	4 High	5 Highest
B. Intercultural Communication: The front desk can:										
Ask appropriate questions										
make appropriate eye contact										
use appropriate gestures										
	1 Lowest	2 Low	3 Moderate	4 High	5 Highest	1 Lowest	2 Low	3 Moderate	4 High	5 Highest
Hospitality Language: The front desk can:										
Use an appropriate tone of voice										
Express their sincerity										

Part Three: Customers' Suggestions

Question One: Which of the English communicative skills you think is important for a receptionist?

.....

Question Two: Which level of the English language listening, speaking, reading and writing enables a receptionist to do the job?

.....

Question Three: According to you, what are the difficulties receptionists in Royal Hotel face during communication with clients?

APPENDICES

.....

.....

.....

.....

Question Four: What skills receptionists need to have and develop?

.....

.....

.....

Question Five: How would you describe an effective receptionist?

.....

.....

.....

.....

- Do you think you might return to the same hotel again?

☐ Yes ☐ No ☐ Not sure

Question Six: Which qualities encourage you to return to the hotel?

.....

.....

.....

7. Do you have any other suggestions for a better service quality of the hotel receptionists?
Please write them here.

.....

.....

.....

Thank you very much for your time and cooperation.

Appendix E: The Evolution of Tourism in Algeria



Algérie 330 millions de dollars de recettes générées par le tourisme en 2009

L'Algérie prévoit de placer le tourisme en première position dans sa politique tendant à diversifier l'économie, attirer les investissements directs étrangers et créer des emplois, a indiqué un rapport publié par le cabinet international d'études Oxford Business Group (OBG).

Près de 1,9 million de touristes ont visité l'Algérie en 2009, soit une augmentation de près de 8%, par rapport à 2008, tandis que les revenus générés par le tourisme en Algérie pour 2009 sont estimés à 330 millions de dollars, selon les statistiques

publiées par OBG.

Le rapport mentionne les principaux axes du Schéma Directeur d'Aménagement Touristique (SDAT) lancé en 2008 et "visant à accroître le nombre de touristes à 2,5 millions en 2015". Ces axes consistent en la promotion de l'Algérie comme destination touristique de premier choix, le développement des centres touristiques de haute qualité, l'introduction de contrôles de qualité, la promotion des partenariats public-privé et, enfin, l'encouragement des investissements dans le secteur.



1,9 million de touristes annoncés durant l'année 2010



Le Ministre du Tourisme et de l'Artisanat, Smaïl Mimoune a annoncé pour l'année 2009 que l'Algérie a enregistré 1 million 900 mille touristes dont 500 mille touristes étrangers. "Nous avons enregistré 1 million 900 mille touristes étrangers et nationaux résidants à l'étranger. Les touristes étrangers étaient de nombre de 500 mille", a déclaré à la presse M. Mimoune en marge des travaux en séance plénière

consacrée aux questions orales à l'Assemblée populaire nationale (APN). Interrogé sur le premier bilan du tourisme saharien, le Ministre a exprimé son optimisme quant au nombre de touristes ayant visité le Sud, et ce, tout en déclarant que ladite saison ne se terminera qu'en mois d'avril, période dans laquelle, a-t-il dit, nous pouvons en établir le nombre exact.

LE MINISTRE DU TOURISME A PROCÉDÉ AU LANCEMENT DU PROJET Coup d'envoi pour la réalisation de 28 hôtels

Des contrats de réalisation de 28 nouveaux hôtels ont été signés, hier, entre le ministre de l'Aménagement du territoire, de l'Environnement et du Tourisme et 28 investisseurs nationaux. 477 autres hôtels sont en cours de réalisation.

Sallma Akkouche - Alger (Le Soir) - Le domaine du tourisme semble susciter de plus en plus l'intérêt des investisseurs nationaux qui se sont engagés à réaliser de nouveaux projets touristiques, hôteliers et de loisirs à travers tout le territoire national. Cherif Rahmani, ministre de l'Aménagement du territoire, de l'Environnement et du Tourisme, a présidé, hier, la cérémonie de signature de contrats de réalisation de 28 nouveaux projets hôteliers par des investisseurs nationaux. Il s'agit d'hôtels de type urbain et balnéaire. Le pôle d'excellence touristique Nord-Est est doté de 9 projets urbains, balnéaires et climatiques d'une capacité d'accueil de 1 214 lits. Le pôle d'excellence touristique Nord-Centre est concerné par la réalisation de 8 projets, d'une capacité de 532 lits. Le type d'hôtels retenus est urbain et balnéaire. Le pôle d'excellence touristique Nord-Ouest verra la réalisation de 7 projets touristiques urbains et balnéaires d'une capacité de 662 lits. Quant au

tourisme Touat-Gourara, il comprendra 4 projets sahariens d'une capacité de 86 lits. Le premier responsable du secteur a souligné que ce projet qui compte un total de 2 494 lits permettra la création de 3 741 emplois. Les 28 hôtels viennent s'ajouter, précise-t-il, au 477 autres en cours de réalisation. Le ministre du Tourisme s'est engagé à soutenir et accompagner les investisseurs dans la formation des personnels en gestion et aux métiers ainsi que dans le domaine de la démarche qualité, dans l'insertion de leurs établissements dans les circuits touristiques à proposer aux marchés nationaux et internationaux et dans les supports de promotion et de publicité de la destination Algérie, ainsi que dans l'innovation et l'utilisation des TIC pour la communication et la promotion de leurs produits.

Les investisseurs, de leur côté, ont été exhortés par le premier responsable du secteur à respecter les lois et règles relatives aux normes d'urbanisme, d'environnement, de qualité et d'architecture. Les promo-



Cherif Rahmani a assuré que l'Algérie a accueilli, en 2009, 1,9 million de touristes.

teurs s'engagent également à mobiliser les moyens de financement

nécessaires à la réalisation de leurs projets dans les délais souscrits et à s'in-

scrire dans une dynamique d'amélioration de la qualité de service dans les établis-

sements touristiques et hôteliers.

Il s'agit de la sixième opération de signature de contrats de réalisation, venant s'ajouter à cinq autres opérations similaires effectuées depuis 2008.

De janvier 2008 au mois de janvier de l'année en cours, 431 projets d'investissement ont été lancés sur le terrain. L'objectif des pouvoirs publics à l'horizon 2014 serait de créer environ 75 000 lits, dont 42 000 de haut de gamme, réalisés aujourd'hui à hauteur de 52 %.

Par ailleurs, le ministre du Tourisme a annoncé que l'Algérie a accueilli, l'année dernière, pas moins de 1,9 million de touristes. «Un record», selon Cherif Rahmani qui a souligné que le pays n'a jamais atteint un tel chiffre depuis l'indépendance.

S. A.

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Appendix F:

Suggested Activities

Role play - examples

Example 1: The Hotel – For Beginners

Activity:
Making hotel reservations. Learners are required to select and reserve a hotel room. They must negotiate their choice with a receptionist who will be able to give them information about what is available and what facilities they might enjoy at the hotel.
Roles:
Hotel guests and a hotel receptionist. Pairs or small groups of three or four people.
Functions:
Asking questions and giving information.
Pre-teaching:
<ul style="list-style-type: none">• Polite ways of stating requirements.• Range of simple question forms “Have you got...?”; “Where is...?”; “Is there a...?”
Prompts:
Briefing sheet for receptionist showing what rooms are available; a list of hotel facilities and a plan of the hotel.
Differentiation:
<p>To vary the level of difficulty for the guests prompt cards may be developed to include:</p> <ul style="list-style-type: none">• A guest with special requirements• A guest who is making a reservation for him/herself and two other people• A guest who wants a family room.
To vary the level of challenge:

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<ul style="list-style-type: none"> • Include a choice of room prices on the receptionist's briefing sheet • Create a briefing sheet for the receptionist that describes the disastrous hotel where nothing works ; and • Change the activity to one that takes place over the phone.
Extension exercises:
<ul style="list-style-type: none"> • Ask hotel guests to report back on the rooms they have managed to reserve. • Ask receptionists to describe their hotel to the group. • Emails confirming the reservations. • Emails/letters changing reservations; confirming arrival times; asking for additional information. • Reading comprehension: fire precaution notices; health and safety in the hotel swimming pool; meal times and places; TV channel listings.

Example 2: Intermediate Learners

Activity:
Learners have been invited to a traditional meal. The dishes are all from the local area and contain ingredients and recipes that may be unfamiliar.
Roles:
Host/ess and guests. Groups of 3 to 4 people.
Functions:
Asking questions; giving opinions; understanding instructions; descriptions.
Pre-teaching:
<ul style="list-style-type: none"> • Revision of vocabulary of food and meals. • Vocabulary building (adjectives that describe taste; words that appear in recipes). • Structures and phrases for giving opinions and describing allergies ("I don't like..."; "I prefer..."; "I'd like that more without the..."; "I can't eat..."; "I'm sorry but..."). • Imperatives and the language of instruction ("First you add the salt..."; "Put it in the oven for 20 minutes.").

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- Cultural input regarding traditional menus and hospitality protocols associated with the language/ country.
- Independent research to create and describe a traditional meal (“It’s made from...”; “You eat it for dessert”, “It’s very spicy.”).

Prompts:

- For the host/ess a menu for a traditional meal that includes a number of items that are unknown to the group.
- Prompt cards for the guests that identify likes, dislikes and allergies. Guest cards also prompt the learner to ask one question about a particular course of the meal. (“How is this pudding made?” “What exactly is in this starter?” “How long do you have to cook the meat for?”).

Setting up:

- Give learners time to research their roles. The host/ess will need reference tools to check menu items and prepare descriptions. A recipe book, a dictionary, picture clues will all help. Guests should be asked to create a character for themselves including likes, dislikes and allergies but leaving them to decide new names and personalities.
- Give learners time to practise what they have created. Ask them to describe one of the dishes on their menu to the group. Pair the guests and ask them to exchange information about their new characters.

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Activity: explain what is happening in each picture, then create short conversations about the below situations.



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English for Receptionists: Typical English QUESTIONS and ANSWERS one might hear in a hotel.

Activity: Choose the correct QUESTION for the ANSWER that's given. What did the person ask to get this answer?

- 1) **ANSWER:** No, it's included in the price of the room.

QUESTION:

Do I have to pay for breakfast?

Where is my key?

Do I have to pay for the room at check in?

- 2) **ANSWER:** In the restaurant next to the reception desk.

QUESTION:

Is breakfast included in the price?

What time is breakfast served?

Where is breakfast served?

- 3) **ANSWER:** Between 7:00 AM and 10:00 AM.

QUESTION:

What time is breakfast served?

Where is breakfast served?

Is breakfast included in the price?

- 4) **ANSWER:** Yes, you can.

QUESTION:

Where is the kitchen?

Can I use the kitchen?

Is the restaurant open?

- 5) **ANSWER:** No, I'm sorry, we're full.

QUESTION:

Do you have any free rooms?

Can I use the kitchen?

What time is breakfast served?

- 6) **ANSWER:** Yes, you can leave them in the storage room next to the restaurant.

QUESTION:

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Did you give me back my passport?

Can you call me a cab?

Can I leave my bags here?

English auxiliary verbs (to be, to do, to have)

Activity: Fill in each blank space with the correct auxiliary verb:

.....the teacher explain this properly?

a) Did

b) Was

c) Had

.....the professor angry?

a) Was

b) Did

c) Had

..... you spoken to him before he called you?

a) Had

b) Did

c) Were

If you told me, I would have never found out.

a) didn't

b) weren't

c) hadn't

.....he in my American History class?

a) Didn't

b) Wasn't

c) Hadn't

Activity: Fill in each blank space with the correct answer. Remember - adverbs generally answer the question **how?** And adjectives generally answer the question **what kind?**

My car broke down yesterday. I hope the mechanic can fix it.....(*quick/quickly*).

Patric is a (*good/well*) receptionist.

He is an..... (*honestly/honest*) man.

In the United States, food is not as.....(*expensively/expensive*) as in Europe.

I was (*complete/completely*) confused by his question.

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APPENDIX G :

Hotel Vocabulary

Word	Meaning	Example sentence
adjoining rooms <i>noun</i>	two hotel rooms with a door in the centre	If you want we can book your parents in an adjoining room .
Amenities <i>noun</i>	local facilities such as stores and restaurants	We are located downtown, so we are close to all of the amenities .
Attractions <i>noun</i>	things for tourists to see and do	The zoo is our city's most popular attraction for kids.
Baggage <i>noun</i>	bags and suitcases packed with personal belongings	If you need help with your baggage , we have a cart you can use.
Bed and Breakfast <i>noun</i>	a home that offers a place to stay and a place to eat	I can book you into a beautiful bed and breakfast on the lake.
Bellboy <i>noun</i>	a staff member who helps guests with their luggage	The bellboy will take your bags to your room for you.
Book <i>verb</i>	arrange to stay in a hotel	I can book your family in for the weekend of the seventh.
Booked <i>adj</i>	full, no vacancies	I am afraid the hotel is booked tonight.
Brochures <i>noun</i>	small booklets that provide information on the local sites and attractions	Feel free to take some brochures to your room to look at.
check-in (<i>verb</i>)	go to the front desk to receive keys	You can check-in anytime after four o'clock.
check-out <i>noun</i>	return the keys and pay for the bill	Please return your parking pass when you check-out .
Deposit (<i>noun</i>)	amount paid ahead of time to secure a reservation	You will not receive your deposit back if you cancel.
double bed (<i>noun</i>)	a bed large enough for two people	They are a family of four, so give them a room with two double beds .
front desk, reception <i>noun</i>	the place where guests go to check in and out and to get information	Towels are available at the front desk .

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Guest (<i>noun</i>)	a person that is staying at the hotel	Our washrooms are for guests only.
hotel manager (<i>noun</i>)	person in charge at the hotel	I will let you make your complaint to the hotel manager .
housekeeping, maid <i>noun</i>	staff members that clean the rooms and linen	Put a sign on the door if you want housekeeping to come in and change the sheets on the bed.
indoor pool (<i>noun</i>)	place for guests to swim inside the hotel	The heated indoor pool is open until 10 pm.
inn (<i>noun</i>) <i>noun</i>	another word for "hotel"	There's an inn on the other side of town that has a vacancy.
Jacuzzi, hot tub, whirl pool <i>noun</i>	a small hot pool for relaxation	Our honeymoon room has a personal hot tub .
queen size bed <i>noun</i>	bed with plenty of space for two people (bigger than a double)	They have a queen size bed so the small child can easily fit in the middle.
Reservation <i>noun</i>	a request to save a specific room for a future date	They say they made areservation but it doesn't show on the computer.
room service <i>noun</i>	delivery of food or other services requested by guests	If you would like a bottle of wine, just call room service .
single bed <i>noun</i>	a bed for one person	The economy priced room includes one single bed .
Vacancy <i>noun</i> vacant <i>adj</i>	available rooms	We only have one vacancy left, and it is for a single room.
Valet <i>noun</i>	staff that parks the guests' vehicles	If you leave your car keys with us, the valet will park your car underground.
View <i>noun</i>	a window that offers a nice image for guests	The room is more expensive because it has a spectacular view of the beach.
weight room, gym <i>noun</i>	a room that guests can use for exercise and fitness	Our weight room has a stair climber and a stationary bicycle

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Hotel Vocabulary Quiz

- 1) If you've never been to this city, you should take a look at our
- a) Menu b) inn c) brochures d) front desk
- 2) We do not have a service. You'll have to park your car yourself.
- a) Room b) dinner c) laundry d) valet
- 3) We don't have any vacancies. We are completely.....
- a) Vacant b) booked c) complimentary d) closed
- 4) After your long conference you can relax in the.....
- a) Kitchenette b) hot tub c) front desk
- 5) If you need to do your workout we have a on the third floor.
- a) weight room b) restaurant c) library d) telephone

Sample Conversation

Receptionist: Hi there. Are you checking out now?

Guest: Yes, sorry. I know we're a few minutes late.

Receptionist: That's no problem. It's always really busy at check out time anyway.

Guest: Oh, really. The last hotel we stayed in charged us for a late check out.

Receptionist: The hotel isn't booked this week, so it's not a problem. How was everything?

Guest: The room was great. The beds were really comfortable, and we weren't expecting our own fridge.

Receptionist: I'm glad you liked it.

Guest: The kids were disappointed that the pool wasn't open this morning, though.

Receptionist: I apologize for that. We can't get a cleaner in any earlier than 10 am.

Guest: Well we had a nice swim last night anyhow.

Receptionist: Will you be putting this on your credit card?

Guest: No. I' ll pay cash.

Check your understanding

1) Why does the guest apologize when she arrives at the front desk?

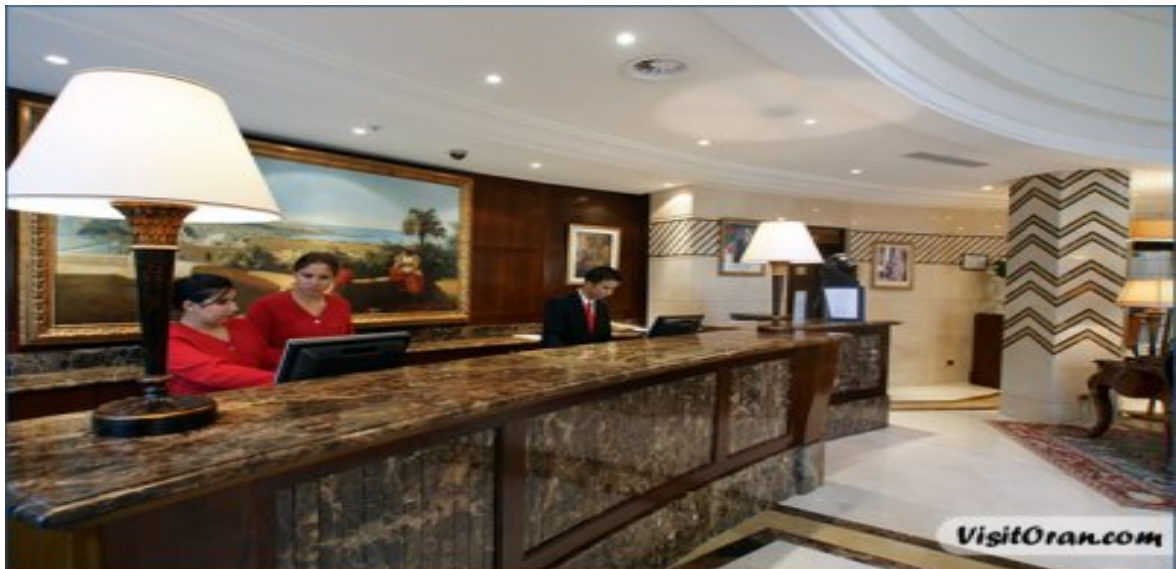
- | | |
|--|----------------------------------|
| a) She forgot to pay | b) she is late checking out |
| c) her kids used the pool when it was closed | c) her credit card isn't working |

2) Which of the following did the woman's family not like about the hotel?

- | | | | |
|-------------------|-------------|-------------|-------------|
| a) the pool hours | b) the room | c) the beds | d) the rate |
|-------------------|-------------|-------------|-------------|

APPENDICES

Royal Hotel is one of the most popular hotels. It is located at the heart of the city of Oran near the waterfront and the famous “Place d'Armes”. Since 1920, Royal Hotel occupies a special place. A complete and unique rehabilitation has revived the Palace in its original architecture.



ملخص باللغة العربية:

الهدف من هذا البحث هو تسليط الضوء حول أهمية اللغة الإنجليزية وحاجات موظفي الاستقبال بفندق الروايل بهران من خلال تحديد المشاكل اللغوية الرئيسية التي تواجههم أثناء تأدية وظائفهم. الاستبيانات، مقابلة والملاحظات استخدمت كوسائل لجمع المعلومات. أظهرت نتائج البحث أن كل موظفي الاستقبال يدركون مدي أهمية اللغة الانجليزية خلال تعاملهم مع الأجانب فترة مكوثهم في الفندق وبالمقابل أكدوا علي ضرورة دراسة اللغة الانجليزية والمصطلحات اللغوية الخاصة بحسن الضيافة لأن مستواهم في هذه اللغة منخفض إلي حد كبير خصوصا في مجال السمع والمحادثة. في الأخير تم اقتراح بعض الحلول التي من شأنها تطوير مهاراتهم اللغوية الهامة والمطلوبة إضافة إلي بعض المراحل التي يجب إتباعها لتصميم دروس خاصة تناسب حاجات الموظفين وتعمل علي تحسين مستواهم في اللغة الانجليزية.

الكلمات المفتاحية: اللغة الإنجليزية لأغراض خاصة، تحليل الاحتياجات، الانجليزية الخاصة بالاستقبال، التدريب.

Résumé en Français

L'objectif de cette recherche nous a permis d'éclaircir le rôle important de la langue anglaise des réceptionnistes de l'hôtel Royal d'Oran en identifiant les problèmes linguistique majeurs auquel ils sont confrontés dans l'exercice de leurs métier et surtout l'hospitalité envers le client. La collecte des informations et les contraintes expriment que tous les réceptionnistes insistent sur le volet formation en anglais sur les termes spécifiques de dialogue et d'hospitalité vu leurs niveau médiocre dans ce domaine. On a suggéré des solutions qui peuvent améliorer leur niveau linguistique demandé dans le domaine hôtelier et les étapes à suivre pour résumer des leçons spécifiques afin d'élever leur niveau et qui s'adapte aux besoins des réceptionnistes.

Mots clés : Anglais à but spécifique, analyse des besoins, Anglais pour l'hospitalité, formation.

Summary in English

The goal of this research is to shed light on the importance of the English language and the needs of the receptionists of Royal Hotel in Oran by identifying the key language problems they face during the performance of their duties. Questionnaires, observations and an interview were used as tools to collect data. The results showed that all the receptionists are aware of the importance of the English language when dealing with foreign clients. However, they have a low proficiency so that they stressed their great need for training especially in listening and speaking skills. Finally, a set of recommendations are suggested to develop their communicative skills in addition to some procedures and stages that should be followed to design special lessons that best fit the receptionists' needs.

Keywords: ESP, needs analysis, English for hospitality, training.